

1/7/2013

UNIVERSITY
OF
UTRECHT

THE EASINESS BY WHICH PARENTS APPROACH FORMAL PARENTING SUPPORT

Developments among Dutch parents over the past 20 years



Master Thesis

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1. Introduction

Parenting-support has received increased attention over the last twenty years in the Netherlands. There is a growing awareness of the fact that investing in parenting support in the early developmental stages of a child can prevent severe problems of the child in later ages (Asscher et al., 2008). High quality parenting has a positive influence on the emotional, intellectual and social potentials of children. It can thereby decrease anti-social behaviour in the future (Scott, 2010). This increased knowledge has caused the Dutch government to invest massively in the range and professionalization of parenting support. The government's expenditure on parenting and family support has grown from 3.4 million euro's in 2004 to 15 million euro's in 2007 (Voet,2005).

The way in which parenting is organised within society has changed over the past years as well. An important change in society has been in family structures. Families are smaller than they were approximately twenty years ago, and the demographic distance between relations has increased. The advising function that families and social networks had concerning parenting is thereby institutionalised. As a consequence, parents nowadays would be forced to use organised support, where they would traditionally consult the neighbour or a family-member for questions about parenting (Council for Social Developments [RMO]/Council for Health and Care [RVZ], 2008). Due to the increased attention of the government concerning parenting and the changes in family structures, the role of the government is growing in importance for supporting parents in raising their children (RMO,2009).

It is however not sure how the help-seeking behaviour of parents have developed along with this professionalization of parenting support. When the provision of support increases, parents do have to make use of this provision to achieve the envisioned results. The study of Prinz and Sanders (2007) states that help-seeking behaviour is positively influenced when the awareness and experienced accessibility of the available support sources increases. Kaniastry and Norris (2000) thereby argue that the social network orientation of people plays a significant role in help-seeking behaviour, as well as the cultural norms of what is seen to be appropriate in seeking help. Within this paper, it will be examined how these variables have developed among parents in the Netherlands over the past 20 years.

By studying the developments of these variables, an idea will be created of how parents generally have generally consorted formal parenting support over the past 20 years. By this, a picture can be drawn of what tendencies parents have in approaching support and on which societal trend this is dependent. Moreover, we can get insights in the reasons behind these tendencies. Parenting policy makers could take advantage of this knowledge. When having an idea of the formal help-seeking behaviour of parents, policy makers will have more insight in what parents' general

expectations and preconceptions are of parenting support. They anticipate on this in future policy and make formal support more in one line with parents' preconceptions and expectations and make the support more efficient.

Within this thesis, the focus will be on parenting-support provided by social networks versus parenting-support provided by the government. The structure of the thesis will be as followed. First of all, the ideas of Kaniasty and Norris (2000) Prinz and Sanders (2007) and Speetjens et al. (2009) will be discussed more thoroughly in the theoretical background part of this research. In this part, also background information about parenting-support will be provided, followed by characteristics of formal and informal support. Then, an overview of parenting support in the Netherlands over the past 20 years will reveal societal and policy trends concerning parenting support. When the idea is clear of how the Dutch situation around parenting support has changed, this will be connected to the theoretical findings about help-seeking behaviour. By this, assumptions about the help-seeking behaviour of Dutch parents over the past 20 years will be formulated. The theoretical part will end up with a formulation of the main and sub questions for the empirical part of the thesis.

The empirical part will figure out what kind of developments can actually be detected among Dutch parents. The research will be conducted by using qualitative and quantitative research methods. Qualitative research is done to gather in-depth information about parents' experiences. Focus groups and interviews are used to achieve this. Quantitative research, by the use of a questionnaire, is done as well. The quantitative data will be compared with the qualitative data, to check whether the results of the interviews and focus groups count for a broader population as well. In this way, the advantages of the in-depth information of the qualitative research methods, and the broad sample used for the quantitative research methods combined within this thesis. The reliability of the findings of this thesis will be increased in this manner. When data from the literature and the empirical research is collected, the formulated hypothesises will either be confirmed or rejected. In the end, an answer to the main question "How has the easiness by which parents approach formal parenting support changed over the past 20 years?" will be formulated.

2. Theoretical Exploration

The theoretical exploration is composed out of three elements. First of all, an introduction to the concepts will be given. In this part, the meaning of informal and formal parenting support and different functions and tasks of the two support types will be explained. This will be followed by the theoretical background. The theoretical background consists of the ideas of Kaniasty and Norris (2000) and Prinz and Sanders (2007), to give an idea of the factors that influence help-seeking behaviour. Findings of Speetjens et al. (2009) will be used to explain what determines the choice between approaching formal or informal support.

After this, a description will be given of the way parenting support has developed in the Netherlands since 1970. The parenting situation in the Netherlands is dependent on different developments, varying from societal developments within and around family life to developments regarding social policy. These developments will be discussed with the use of policy documents of the Dutch Council for Social Development (RMO) and the Netherlands Youth Institute (NJI). The reason for using literature from these organisations is because they organise all knowledge considering youth and parenting in the Netherlands. They gather knowledge, do research, advise organisations and seek for innovation considering the Dutch youth sector. It therefore seems to be an appropriate source to use for the knowledge needed for this research.

2.1 Introduction of the Concepts

2.1.1 What is Parenting-Support?

Before going more into depth in the Dutch case of parenting support over the past decennia, it is important to make clear what is meant by parenting support within this thesis. The term 'parenting-support' will be used in the way the NJI defines this concept.

According to the NJI, parenting-support is "intentionally giving information, advice or support to parents or other carers within the family, considering questions and problems about the way to raise children or fulfilling parenthood" (NJI,2013). The institute thereby states that the aim of parenting-support is to prevent problems concerning parenting and/or the development of children and to help solving existing questions and problems of parents or carers. In doing so, parenting support aim at strengthening the capacities and competencies of parents and other carers (NJI,2013).

2.1.1.1 Different Tasks and Functions of Parenting-Support

Parenting support is an overlapping concept that consists of different tasks and functions. There are five main tasks and functions according to the NJI. First of all, there is the provision of practical and instrumental support. This can for example be financial support or help with child care. Second, it provides social and emotional support. This mostly considers empathy or providing understanding, solidarity, appreciation, confirmation or a listening ear. Third, parenting-support includes the provision of information and education which could offer insights in the behaviour of children. Fourth, it includes moderate pedagogical help and advice. This is especially useful for parents who have explicit questions about parenting in general, specific behaviour of their children, their own individual parenting behaviour or about specific parenting situations. The last and fifth function of parenting support according to the NJI is that it provides a stimulating environment. Policy makers in the Netherlands tend to explicitly address children's housing and living situation and the physical layout of the district. The stimulating environment also includes the level of facilities for education, training, nature, recreation, sport and transport (NJI,2013).

2.1.1.2 Formal and Informal Parenting-Support

Parenting support can be provided by different sources. Within this paper, one main distinction is made between providers of parenting-support. This considers the distinction between the provision of parenting-support in a *formal* or an *informal* way.

Informal support considers the support parents get from families, neighbours or friends; their social network. For informal support, no organisations are involved. However, television programs, magazines, or internet websites are informal services as well. This informal kind of support has easy access, a high scope and is voluntary. It is thereby not an intensive kind of support, it focuses on providing information and it is not affiliated with the government (Speetjens et al.,2009).

On the other hand there is the formal support. This is the support that is provided by the government of a country. Formal support is normally not as easy approachable as the informal support and the scope of this kind of support is narrower. Compared to informal support, this is more intensive. The aim of formal care is providing assistance and it is usually conducted by governmental organisations (Speetjens et al.,2009).

Besides the formal and the informal care, there are several services that are not so clearly divided into one of the two categories; services that have both formal and informal characteristics. An example of such a quasi-formal service is services provided by organisations with the aim of improving the informal support. These can be meeting areas created by semi-governmental organisations for parents where they can discuss about their daily parenting problems, or websites which provide online pedagogical advice by chat (Speetjens et al.,2009). These services can also be

provided by the government, which would than make them formal services. However, websites and meeting areas are informal in character because it is free and are easy to approach. It is therefore hard to put such quasi-formal services in one or the other category.

For this paper, the distinction between formal and informal care is based on the aspect of the provider being paid for giving the support and if the support is organised or not. So, in the case of the website that provides pedagogical advice by chat, the provider of the support is paid to give the support. This makes the service a formal type of parenting-support. The meeting area for parents however would be informal, because there is no paid support provider in attendance and it is not organised. The area is facilitated so parents can support each other voluntarily.

2.2 Theoretical Background

2.2.1 Factors that Influence Help-seeking behaviour

In this section, research of Kaniasty and Norris (2000) and Prinz and Sanders (2007) is used to explain how help seeking is influenced. This is relevant to take into account, because this influences the process of approaching parenting support. Parenting support is a source of help, so the factors that influence help-seeking behaviour in general, will be significant for approaching formal parenting support as well.

Kaniasty and Norris (2000) argue that the preconception and expectations about seeking and receiving help are the determinants for people to seek help. These determinants reflect people's belief in the ability of others to assist them in their problems. The authors state that there are a couple of social constructs that influence these determinants.

First of all, there is the social network orientation; people with a positive network orientation seek help more easily than people with a negative network orientation (Kaniasty & Norris,2000). Social network orientation comprehends the tendency for individuals to make use of their social networks in times of need. It involves the faith a person has in whether their social network can provide satisfying support to the need they require (Larose et al.,1999). Kaniasty and Norris (2000) show that some people exhibit more positive network orientation than others. These are women, youth, people from higher social economical status and highly educated people. People with an active social orientation tend to more easily seek help at their social network as well. Thereby, people who generally are not comfortable in seeking support, are more reluctant in make use of their social networks in times of need (Kaniasty & Norris,2000).

Help-seeking behaviour is also influenced by cultural norms of what is seen as appropriate in society. Kaniasty and Norris suggest that help-seeking behaviour is guided by value orientations

within a society about dependence and independence, or collectivism and individualism. Generally, individually oriented societies would rather solve problems on their own than consulting support. People in collective societies; however are more tend to solve problems by use of their social networks. Collectivism in society thus has a stimulating effect on help-seeking behaviour, whereas individualism will reduce help seeking (Kaniasty & Norris,2000).

Next to this, Prinz and Sanders (2007) state that the experienced accessibility of the support source is of influence: the easier accessible the source for the help seeker, the easier a person will approach this source. The authors moreover argue that parents need to be aware of the available support: if they do not know which sources are available to them for support, this will withhold them from approaching it.

Besides the factors that influence approaching parenting support in general, there is one feature that influences the preference of approaching either formal or informal support. Research shows that the preference for formal or informal parenting-support depends on the parenting question. Simple parenting questions are asked within the social network. This mostly considers questions about eating, sleeping or crying. For more severe parenting problems, parents would approach a professional. While the severity of the parenting questions increases, however, the tendency of approaching formal support grows (Programmaministerie voor Jeugd en Gezin [PJG],2007; Speetjens et al.,2009).

So, there are some constructs that influence help-seeking behaviour. This is visualised in Figure 1. In this model, the plusses indicate positive relations, and the minuses negative relations. In the model, this means that formal help-seeking behaviour is first of all influenced by help-seeking behaviour in general. This relation between general and formal help-seeking behaviour is influenced by the severity of the parenting question; the more severe the question, the more parents will approach formal parenting support. The general help-seeking behaviour will increase with a more positive social network orientation, more positive cultural values and a high experienced accessibility and awareness of the available formal support.

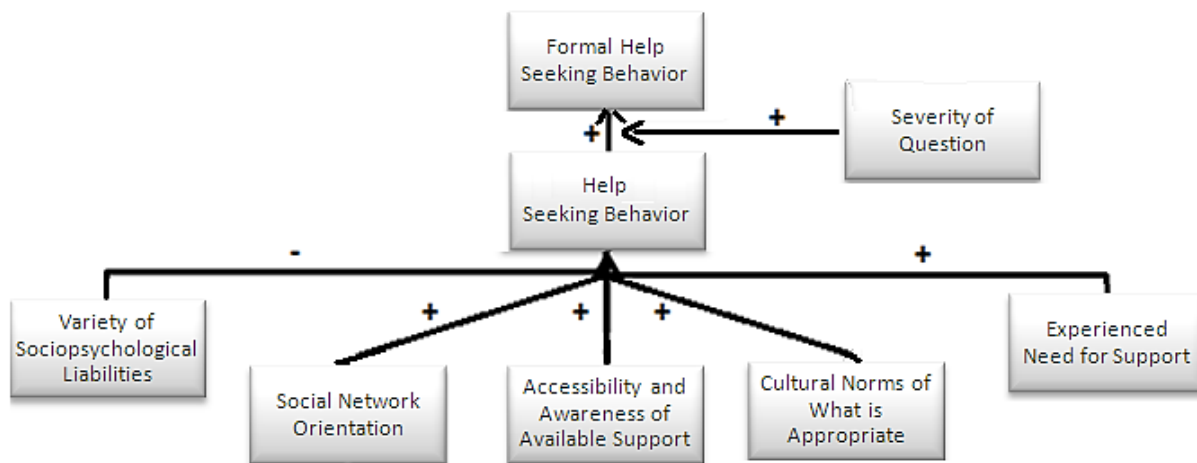


Figure 1 - Model of the constructs that are of influence on formal help-seeking behaviour

2.3 Developments Concerning Parenting Support in the Netherlands

2.3.1 Societal trends

Parenting has received increased attention over the past decennia. Parenting in itself is not something new. It has existed since humanity. However, the content of parenting is changing because it is dependent on various developments within society. The developments within society makes parenting nowadays to differ from what it was twenty years ago (Clarijs,2002). The changes in society and within the family life are explained below.

In traditional families, parenting was mainly based on religion, traditional culture and the way one was raised him or herself (Colpin & Vandemeulebroecke,2002). Social support traditionally was mainly provided by the family network. Traditional families commonly consisted of a married couple to fulfil the task of parenting and two children on average. Parents who gave birth to children in the 70s were raised in even larger families; families consisted out of 3 or more children on average (Centraal Bureau voor de Statistiek [CBS],2012). This means that the scope of the social networks of families with children born in the 70s were wide; parents had brothers and sisters of their own and of their partners. As a result of the high scope of the social networks, people obtained experience in parenting, caring and the development of children. They were raised in big families in which older children would give parents a hand in caring for their little brothers, sisters, nieces or nephews (Clarijs,2002).

Over the years, however, this system of social support has been changing. Traditional support networks are falling apart, because of the increasing number of one-parent families.

Thereby, families are smaller than they were forty years ago (Clarijs,2002; RMO, 2001). Since 1970, the amount of children per woman decreased from 2 to 1.5 in 1980. From then on, the number of children per woman has increased a bit, but is still only 1.7 children on average (CBS,2012). Also, parents who are giving birth nowadays were raised in smaller families. This means that the support networks that formerly existed out of family members are falling apart. Moreover, people are missing out on the experience to obtain when being raised in a large family (Clarijs,2002).

These named processes within and around family life are typical for the process of individualisation. Felling (2004) explains that the process of individualisation implies that dignity for the individual is important, just as the aim for autonomy, self-development and the right to have a private life on your own (Felling, 2004: 3). The cause of this process is that people are getting more and more emancipated; people are losing their interest for the traditional collective bonds, value orientations, political and religious views of conventional society. This process has been going on from before the 60s, but the development has accelerated since then (Felling,2004:3).

The RMO (2001) mentions the process of individualisation as well. They stress that parents nowadays have an increased need to develop themselves in the labour market. Especially women have emancipated since the 80s and aim for economical independency. The traditional pattern of “the mother stays home to take care of the children” is not so obvious anymore (RMO,2001).

People are moving more often as well because of labour-oriented reasons. This is mainly caused by a growth in highly educated people. This causes that families are more segmented nowadays than they were before. The geographical closeness of family seems to play an important role in giving and receiving support of family members. When family members do not live nearby, this has direct negative consequences for support exchange, including parenting-support (RMO,2008).

Because of the developments named above, the RMO states that institutions like churches or youth organisation are losing their importance in society. There has not always been a replacement for these institutions, according to the RMO (2001). The neighbourhood where everybody knew each other, or where complete families lived together, are not so obvious anymore. The familiar support systems where children traditionally were raised, with a balanced support and supervision of the people within the neighbourhood, are falling apart. This could mean that parents are more individually responsible for parenting and thus carry more responsibility than they would have before (RMO,2001).

Next to the changes within and around family life as mentioned above, there have been changes in the conceptions about parenting. The RMO states that there is generally more attention for parenting nowadays than there was in more traditional families (RMO,2001). As mentioned in the introduction, there is a growing awareness of the way investing in parenting-support for the early

developmental stages of a child can prevent severe problems of the child in later ages (Asscher et al., 2008). This could save future expenditure on youth care, since preventive services are less costly in comparison with curative services. With this growing attention and awareness, there is a growing concern for parenting as well (RMO,2001).

There are also two new phenomena that can change the conceptions about parenting. These are the growing multi-media and multiculturalism. Multiculturalism causes people with different cultural backgrounds to be confronted with different ways of parenting. This can cause tension, when parenting-patterns are not alike. The media thereby gives impressions and ideas that parents and children would normally not be confronted by either (RMO,2001). Because of the growing significance of the media, parents more and more want to increase their knowledge on parenting through reading books, magazines and the internet. Parents thereby are inspired by science in their parenting behaviour. Overall, there is a lot of easily accessible information on parenting supplied by society nowadays (Voet,2005). The multiculturalism and the growing supply of information through media may raise questions for parents about what the right way of parenting should be like, or what the right way of parenting is (RMO,2001).

Thus, the social networks of people are nowadays not as close as they were approximately fifty years ago. They are smaller, by which people lose experience in parenting and caring for children. There is also a process of individualisation going on; traditional balanced support systems are more segmented and parents carry more responsibility on their own for parenting. All in all, the individualisation and the awareness of the importance of parenting-support have caused the Dutch government to act. Parenting-support policies have been adjusted to the societal changes and the provision of parenting-support in general has increased (RMO,2009). The way the Dutch government has act upon this will be clarified in the next section.

2.3.2 Policy Trends

In this section, the policy trends concerning parenting support in the Netherlands will be described. This will explain the way policy has developed since the existence of parenting support. This is important to take into account, because it will shed light to the scope and content of the provision of parenting support available to parents in the Netherlands over the years.

Parenting support started with the Dutch well-baby clinics (CB). This initial CB's were clinics where mothers could turn to with their infants for their basic needs in vaccinations and health check-ups. Over the years, the tasks and functions of the CB's have extended to medical basic care and preventive care for all children between the age of 0 and 4 years (NJI/TNO,2012).

Besides the parenting support conducted by the CB's, the concept of parenting support did not get a lot of attention until the early 80s. By this time, national institutions started publicizing different studies on parenting support. Until the year 1999, the Dutch policies and studies on parenting support primarily focussed on the educational and preventive tasks of youth care. The subjects merely were hygiene, parenting and caring. From off the 2000^s there has become a change in this focus. An impulse in the tasks of the youth care organisations appeared (NJI/TNO,2012).

In the year of 2005, the Dutch government introduced "the Law on Youth Care". Within this law, the focus changed from supply side to the demand side of support. The aim from now on was to empower the client: parents had to be activated instead of compensated by the government. The government aimed on more preventive tasks concerning parenting support. Before, the government would only intervene when problems already occurred. Since 2005, the aim was to intervene in an early stage to prevent or reduce severe problems like developmental, parenting, behavioural or psychological problems (Voet,2005).

In 2007, Andre Rouvoet, the minister of Youth and Families, introduced a program with the aim that all children would get all the possible chances to develop in the most fruitful way. The program had the ambition to create a country where children can grow up safely and healthy and can develop their talents and have fun. In this environment they should learn to contribute to society and be prepared for the future (PJG,2007: 4). From this time, the professionalization really made its entrance within the Netherlands.

From 2010 onwards, the tasks of youth care are supplemented by providing advice, social support, moderate help, extensive information, signalling and referring (NJI/TNO,2012). According to the idea of Rouvoet, these tasks all have to be performed by professionals from out of one central point in every municipality from the year of 2011. These central points are called the "Centres for Youth and Families" (Dutch:CJG). From out of these CJG's, all the youth care available in the municipal will be centralised. Different institutions will be located in these centres, like the CB, parenting support offices and others. The institutions within the centres are selected by the municipals themselves, based on the needs of their population. The idea behind these centres is that the access to youth care will be easier for parents (PJG,2007).

These centres are nowadays the main providers of parenting-support. It is a place for all parents of children between the age of 0 and 23 that they can approach for questions about parenting. The centre provides walk-in, phoning and online consults. Also, information guides, parenting courses, discussion meetings, conferences and counselling are provided by the centres. These services are provided by professionals who range from pedagogues, child health care workers and nurses till social workers and volunteers (PJG,2007).

Overall, the provision of parenting support has increased and extended since the 1970. Parenting support nowadays is aimed at preventing and signalling problems and has become more professional and client-oriented. Since 2011, there is easy accessible parenting support performed by professionals available for parents in every municipality. Access to professional parenting-support should thus have become easier for parents over the past 20 years.

2.4 The Dutch Situation Connected to the Theoretical Background

According to the ideas of Prinz and Sanders (2007), an increased awareness and experienced accessibility of the available formal parenting support sources would result in parents seeking formal help more easily. Since the boost of investment in parenting support by the government, there is easy accessible parenting support by professionals available. The expectation for the awareness and experienced accessibility of the available formal parenting support among parents is thus that it would have increased over the past 20 years.

Findings of Kaniastry and Norris (2000) suggest that a positive social network orientation will result in approaching support more easily. Policy research shows that due to changes in family structures, families are getting smaller and more separated. Social networks are not as close as they were approximately forty years ago. Also, the traditional balanced support systems are more segmented by which parents are carrying more responsibility on their own considering parenting. Because of this, the expectation is that the social network orientation among Dutch parents today is reduced compared with twenty years ago.

Kaniastry and Norris (2000) thereby state that help-seeking behaviour is guided by value orientations about collectivism and individualism: by cultural norms of what is seen as appropriate in seeking help. People in more collectivistic societies would more easily seek (formal) help than people in individualistic societies. According to the findings from the policy research, it appears that the Dutch society is undergoing a process of individualisation. People are getting more emancipated and put increased value on self-development, autonomy and the right to have a private life on your own. Because of this increases individualism, the expectation for this variable is that parents have a more individual attitude towards solving problems and parents consider it less appropriate to seek help in general. This would lead to a decrease in help-seeking behaviour.

2.5 Hypotheses

Based on the discussed findings, it is not sure how the help-seeking behaviour of Dutch parents has developed over the past twenty years. Because the expectations point in different directions, three hypotheses are formulated for this thesis. The first phenomenon assumes formal help-seeking behaviour of parents to have increased over the past 20 years. The other two phenomena would have resulted in a reduction of help-seeking behaviour.

1. Awareness and experienced accessibility of the available formal parenting support is increased among Dutch parents. This will result in parents seeking formal help more easily.
2. Social network orientation has declined among Dutch parents. This will result in a reduction of formal help-seeking behaviour.
3. Value orientations about collectivism and individualism have become more individualistic. This will result in parents having a more individualistic attitude towards solving problems and parents consider it less appropriate to seek help.

2.6 Empirical Research Questions

The three hypotheses formulated above will be tested in the empirical part of this research. With the use of empirical research among Dutch parents, the hypotheses will either be rejected or confirmed. This will be done with the following main question:

How has the formal help-seeking behaviour of parents in the Netherlands changed over the past 20 years?

An answer to the main question for the empirical part of this study will be found with the use of four sub questions. These sub questions are based on the theoretical framework of this study. The variables that are found to be determinants for help-seeking behaviour in general are used as guiding lines for the sub question. The sub questions all concern a measurement of changes over the past 20 years. They are formulated as follows:

1. How have parents experienced the accessibility of formal parenting support?
2. To which extent have parents been aware of the sources that are provided to them concerning parenting support?
3. How has parents' social network orientation changed over the past 20 years?
 - a. What have been parents' expectations and preconceptions of their social network in providing parenting support?
4. What have been the cultural norms concerning approaching formal parenting support?

3. Research Design

In this chapter, a description is given of how the empirical research is implemented. First, the research methodology is discussed. In this part of the design, an explanation and justification will be given of the methods by which the data is collected. This will be followed by the operationalisation of the variables. In the latter part, it will be explained what the dependent and independent variables of this research are, and with which questions these are being measured.

3.1 Research Methodology

To find out whether there has been a change in the easiness by which parents approach formal parenting support, different cohorts are investigated. The focus will be on the period when the children had the age between 2 and 4 years old. This is because this is the age that parents usually have the most questions concerning parenting (Asscher et al., 2008). A possible change over the past twenty years is investigated by examining three groups of participants: a group of parents who gave birth nowadays (with a range of 2009-2012). This is because a significant increase in the provision of parenting support started with the introduction of the CJG's, since 2007. Then, a group of parents who gave birth around the year of 2000 (with a range of 1999-2004) will be investigated. This is a group in between the two other cohorts, to check whether the possible changes have developed in order. Finally, a group of parents who gave birth nineties (with a range of 1980-1995) is examined. The group of the nineties has a more broad range, because the developments around parenting support did not start before this time. The real acceleration in the development only begun around the 1990s and is still going on.

Thus, a generation of twenty years ago, today, and one in between these two generations are examined for this research. The way these generations have been examined and what the final composition of the population has become will be explained below.

3.1.1 Types of Research

Since this research concerns a measurement of parents' experience, qualitative research methods are first of all used. The qualitative research part is named *Study 1* within this thesis. Qualitative research methods are suited for measuring underlying meanings and patterns of thoughts (Babbie, 2007). Since this research focuses on parents' attitudes, experiences and opinions, qualitative research methods seem to be appropriate to apply for this study.

However, qualitative methods are generally very time-consuming, because it requires the researcher to speak to the respondents individually. Qualitative methods get in-depth information of the respondents, but the sample of respondents remains low because of the time intensiveness of this method. This makes the findings of qualitative research methods very specific and not so much representative or generalisable for a broader population (Babbie,2007). Because of this reason, this research will be complemented with a quantitative research method. The data gathered from the qualitative research part will be verified among the broader population of the questionnaire. This way, the advantages of the in-depth information of the qualitative research methods and the broad population of the quantitative research methods are thus combined for the empirical part of this thesis. This quantitative research part is named *Study 2*.

This chapter will start off with an explanation the population that was used for this research. Then, practical side of the different studies will be discussed. This is done separately for the two studies. The qualitative research (*Study 1*) will be explained first and is divided in a part where the focus group is discussed and a part for the interviews. The quantitative research part (*Study 2*) consists of an explanation of the questionnaire and will be discussed last.

3.1.2 Population

To maximise the practical utility and generalisibility, respondents from three different cities are used for this research. Both respondents from a big city, as well as from a smaller city are used within the research. The cities where respondents are residential are named A, B and C. Relevant information about the cities is shown below.

	City A	City B	City C
Habitants	610 386	39 663	22 685
Density (habitants per km ²)	2 923	1459	1 446
% Western (26 EU counties)	23%	54%	70.4%

Table 1 – Description of the cities (CBS, 2011)

Some facts about the cities can be taken into account about the cities while reading further. First, city A is relatively big city compared to city B and C. This is important to take into account, because social network orientation is expected to be higher in villages than in bigger cities (RMO,2001).

Second, City C is fairly white city, while city A is quite non-western. City B is just in between A and C when considering the percentage of Western habitants. This is relevant, because the degree of

multiculturalism could cause a higher degree of insecurity concerning parenting, what could result in a higher need for support (RMO,2009).

Participants		Hometown	Educ. Level	Occupation
<i>Total N = 21</i>				
<i>Cohort '10</i>				
Mother A	<i>INT</i>	City C	High	Full-time
Mother B		City C	Average	Part-time
Mother C		City C	Average	Part-time
Mother U		City B	Average	Full-time
Mother J	<i>FG</i>	City A	Average	Part-time
Mother K		City A	High	Full-time
Mother L		City A	Average	No
<i>Cohort '00</i>				
Mother D	<i>INT</i>	City B	Average	Part-time
Mother E		City B	Average	Part-time
& Husband		City B	Average	Full-time
Mother F		City B	Average	After 2 years
Mother M	<i>FG</i>	City C	Low	No
Mother N		City C	Average	Part-time
Mother O		City C	Low	Part-time
<i>Cohort '90</i>				
Mother G	<i>INT</i>	City A	Low	No
Mother H		City B	Average	No
Mother I		City C	Average	Part-time
Mother P	<i>FG</i>	City B	High	Part-time
Mother Q		City B	High	Part-time
Mother R		City B	High	Part-time
Mother S		City B	High	Part-time
Mother T		City B	Average	Part-time

Tabel 2- Participants of study 1

The table above (table 2) reveals background information about the respondents of study 1. It shows that the respondents of the focus groups all live in the same cities per cohort. The cohorts are represented by respondents from other cities as well, because of the respondents of the interviews. The cohorts were always represented by more than one city, to increase the generalisability of the outcomes.

The education level and the occupation of the respondents were overall quite mixed per cohort. In all the generations there were respondents of different education levels. This was also the case for the occupation of the respondents; in all the cohorts, there were parents questioned who were occupied and parents who were not. This mixture of co-variables, like occupations and education level, is important because it reduces the chance of biases in the results.

3.1.3 Study 1

For the qualitative part of the research, two different methods are used. These methods include focus groups and interviews. The focus groups and the interviews were organised together with a classmate: Floortje Keuskamp. The data collected from the interviews and focus groups were useful both her thesis, as well as for this one, and the other way around as well. This makes that it was useful for us to help each other out with gathering data. The way the qualitative research methods were organised will be discussed below.

First of all, focus groups are organised to gather in-depth information of the respondents. By the use of focus groups, respondents are asked to actively discuss their experience with the subject. Through the interaction and dynamics within the group, it is possible that aspects of the topic will be brought up by the respondents that would not have been anticipated by the researcher. Also, the other respondents have the chance to add to the discussion introduced by the others, and add their thoughts as well. By this way, the group can exchange ideas, thoughts, experiences and means. This makes the focus group a flexible interview which gathers a lot of information in a short amount of time.

Next to the focus groups, interviews are done. Interviews are used because of a matter of necessity. Interviews gather in-depth information of the respondent as well as. However, they miss out on the interaction of the group. They are thereby more time-consuming because only one respondent can tell his or her story during the interview. However, respondents mostly preferred personal interviews than focus groups. First of all, because they did not like to share their stories with other parents. Second, because planning a focus group is not as flexible as planning a personal interview. Because of the low response to the focus groups, it was a necessity to organise interviews.

This choice to organise personal interviews is made out of necessity, but it might have been an advantage for this thesis. First of all, because parents might have been more open in a one-on-one conversation with an unfamiliar interviewer. Second, there was more time for respondents to tell their own story in the individual interviews; no-one would interrupt them and all the attention was there for them. Third and finally, interviewees were not influenced by others in the group.

The focus groups are used to gain keynotes to the research questions. The interviews will be used to elaborate on these keynoted; the attempt of the interviews is to gain more detailed information and verify the information gathered from the focus group.

Locations of Study 1

The aim was to create a free environment for the participants to feel at ease. They have to feel comfortable to give their input. It is therefore important to organise the focus groups and interviews

in a familiar environment. The interviews are done at the participants' homes, so it would be least time consuming for them and the effort that they had to make would be minimal. The focus groups were organised in a geographically practical place: easy to approach for all parents and neutral in environment. A chamber in a secondary school, the 'living room' of a CJG and at a participants' own living room were arranged as locations for the focus groups.

Focus groups (FG)
FG Sampling

The aim for the focus groups was to form 6 focus groups in total of six participants each. This would mean that each cohort was represented by two focus groups. This however did not turn out to be feasible, because of the low response. At the end, three focus groups were organised with participants from three different cities.

A scheme of the respondents who participated in the end is shown in table 3.

Cohort	1990, City C - N = 5	2000, City B - N = 3	2010, City A - N = 3
Participants	Mother P	Mother M	Mother J
<i>Total N = 11</i>	Mother Q	Mother N	Mother K
	Mother R	Mother O	Mother L
	Mother S	<i>(3 Cancellations)</i>	<i>2 Cancellations</i>
	Mother T		
	<i>(1 Cancellation)</i>		

Table 3 – participants of focus group

FG The process of recruitment

Parents were approached by the use of a recruitment form (Annex 8.1, 8.2, 8.3 & 8.5). With these forms, parents were asked to get in contact with the researcher. The form provided information about the research, the researcher and the aim of the research. It shows what will be done with their input, that the information will be used confidentially and that their participation will stay anonymous.

The recruitment form for the generation of '90 and of '00 was send to the secondary school of City B. This was done by email and reached almost 500 parents. Unfortunately, only one person responded positively with wanting to cooperate in a focus group. After two weeks, a reminder was send to the parents (Annex 8.4). This did not produce any positive response for the focus group. Out of necessity, the personal network was used to gather respondents.

Nevertheless, a focus group for the generation of '90 was formed with five mothers gathered by personal connections. The one parent who signed up for the focus group by email, cancelled the morning the focus group was planned.

For the generation of '00, respondents were approached face to face at a Sports Park in City C. Five participants signed up for the focus groups. In the end, only three mothers showed up at the focus group.

For the focus group of the generation of '10, the aim was to gather respondents face to face at the well baby clinic of City B. This however was not very fruitful. After all, there was a focus group formed with six mothers at City A. However, three mothers cancelled at the last moment, whereby the focus group was finally done with three parents in total.

FG Method

The focus group consisted of one interviewer and an assistant. The task of the interviewer was to lead the discussion and to give the conversation structure. She will bring the discussion back to relevant topics when the discussion is taking on the wrong direction.

The assistant took notes and assisted the interviewer in the discussion. She assisted by asking on, on certain topics. This can reveal background motives that usually would not be mentioned. Thereby, the assistant will be responsible for recording the discussion.

The focus group lasted for about one hour. This was done on purpose, to guarantee the enthusiasm and focus of the participants. During the focus groups, the discussion was transcribed as far as possible. To be sure that no data would be lost, the discussions were recorded as well. The records of the discussions are used to re-listen the conversation, so the researcher will get a better understanding of the meanings of what is said in the conversation.

FG Questions/cases

During the focus groups, a structured question list was used to guide the conversation. This question list existed of open question whereby respondents were accompanied to explore their meanings concerning parenting (Annex 8.8). Within the structured protocol, there was space for the respondents to ask and react to each other. With this, associations, personal experiences and meaning can be explored and exchanged (Babbie,2007).

The question list of the focus group was developed on basis of the examined literature about help-seeking behaviour. Participants are asked about their preferences and experiences with parenting support. Next to the questions, cases are introduces into the focus groups of the generations of '00 and '90. This is because the cohorts of ten and twenty years will have to recollect their memories of the time their children were 1-4 years old. Typical situations that are recognizable

for every parent are used in the cases to trigger parents' memories. The used cases can be found in Annex 8.8. Parents were also asked to re-read any diaries they had from this period to refresh their memories.

FG Analysis

After the data was collected from the focus groups, this is analysed by using the software of NVivo10. The data from the focus groups was transcribed and imported to the software, by which it could be coded. By coding, the information is categorized per topic and generation, which makes it easy to compare the data per topic and generation. The topics by which the data is coded are based on the questions from the interviews. The used topics are the following:

- Accessibility
- Awareness
- Social network orientation
- Cultural norms
- Individualism/collectivism
- General discomfort in seeking help
- Experienced need for support

Based on the topics named above, the data was analysed in the research section of this study. First, this qualitative data was coded to get a basis idea of the keynotes per topic/code. The categorisation decisions for the keynotes are justified in the *operationalisation section* of the methodology.

Interviews (INT)

INT Sampling

Because of the low response and small focus groups, the decision was made to complement the data gathered from the focus groups with at least three interviews per cohort. In total, ten interviews were conducted for this research. This concerned eleven respondents: ten individual interviews with mothers, and one interview with a father and mother. The participants are residential in different cities. A scheme of the respondents that participated in the interviews is shown in table 2.

Cohort	1990, N = 3		2000, N = 4		2010, N = 4	
Participants	Mother G	City C	Mother D	City B	Mother A	City A
<i>Total N = 11</i>	Mother H	City C	Mother E	City B	Mother B	City B
	Mother I	City C	& Husband		Mother C	City C
			Mother F	City B	Mother J	City B
			(1 Cancellation)			

Table 4 - Participants of the Interviews

INT The process of recruitment

Gathering respondents for interviews was less difficult than the recruitment for the focus groups. There were positive reactions from the email recruitment of the secondary school of City B to cooperate in a personal interview (Mother D & Mother F). Also, some the face to face recruitment at the sports park yielded participants for interviews (Mother C & one respondent who cancelled at the end). The other participants were approached by the use of the social networks.

INT Questions/cases

The question list of the focus group was used as a guiding line for the interviews as well. However, for the interviews, a couple of questions were added. These considered questions about topics that stood out in the focus groups and were interesting to get more in-depth information from.

INT Analysis

The data from the interviews are analysed together with the data derived from the focus groups. All the data was imported in the software of Nvivo, and collectively coded. For the application in the result section, it was easy to distinguish the source of the data. The software shows the direct source of the nodes, so for citations it was easy to retrieve the source.

3.1.4 Study 2

Study 2 considers a questionnaire. The questionnaire originally concerned a research on customer satisfaction for the CJG of city C. However, there were some external questions added to their questionnaire that are in line with their customer satisfaction and are interesting for this thesis.

The questionnaire mainly focuses on parents who make use of the CJG. However, half of all the parents of children till the age of 25 got an invitation to this online survey. Parents of the cohorts of '10 and '00 are thus also reached by the questionnaire. Since the online survey considers questions of the help-seeking behaviour of parents at this moment, it is not completely

representative for the feelings of the generations of '00 and '90 that they had during the time their children were 0-4 years old. However, it does give an idea of how the different cohort of parents would act when having parenting difficulties; how parents feel about approaching formal organisations and their help-seeking behaviour. This can provide insights in different beliefs and ideas between the generations.

Questionnaire (QNR) Sampling

A sample of 120 respondents was created for the online questionnaire. This is shown in figure 1. The questionnaire was answered by 46 respondents of the generation of today (child with the age of 0-4 years old), 27 respondents of the generation of '00 (child between the age of 10-14 years old) and 8 respondents of the generation of '90 (children older than 19 years old). The questionnaire was filled by 89 mothers, 13 fathers, 6 by both and 1 grandfather. All the respondents live in City C.

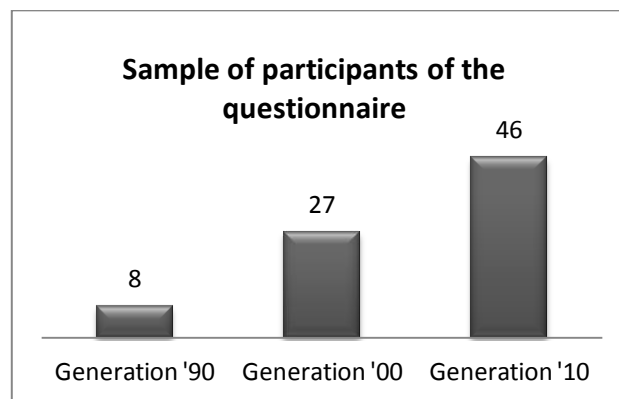


Figure 2 - Sample of respondents of the questionnaire

The sample of respondents of the questionnaire thus does not highly represent the generation of '90, nor the generation of '00. The outcomes of these generations are not so representative too in the way that they consider ideas that can have changes along with the time; the questions do not measure the feelings of the respondents when their children were 0-4 years old, but their help-seeking behaviour at this moment. The outcomes of the questionnaire of the generations of '10 and '00 can thus be useful to get an idea of differences in cultural understandings, but have to be taken with a grain of salt.

QNR The process of recruitment

Parents were invited to participate to the online survey by the use of the archive of the municipal of City C. The online questionnaire was send to half of all the families living in City C, with children till the age of 19 years old. This concerned 1270 addresses. This covers the generation of today and the generation of 2000. The generation of 1990 was reached for the questionnaire through the informal

network and social media. Since there are several problems with confidentiality, privacy etc., the municipal did not want to cooperate with sending recruitment forms to the generation of '90. This is why this generation was approached through the informal network. Parents were approached by the use of social media and the personal social network.

QNR Method & questions

The questions used for *study 2* are based on the keynotes from the focus groups and interviews. There are six questions from the complete questionnaire that are of relevance for this research. These questions are structured, general and short questions. The questions could be answered with multiple choices, as well as scaled. The aim was to verify the answers of the qualitative research with a broader population in a quantitative way.

The six questions of relevance for this thesis are the 'Algemene vragen over opvoeden' in Annex 8.7. These considered questions about who parents prefer to consult in case of either daily or more severe parenting problems. To avoid misunderstandings of what is considered as daily or more severe parenting problems, there was a table of examples given of each category (Annex 8.7). By these questions, the cultural norms of what is seen as appropriate in consulting formal support as well as the social network orientation can be measured.

Thereby, parents were asked about their experienced difficulties in approaching formal parenting support to measure the accessibility and awareness of the available support. This was a scaled measurement. A scaled measurement of 6 points was chosen for this subject, so the parents were forced to express their answer either positively or negatively.

The complete question list can be found in Annex 8.7. Software used for the survey online survey is SurveyMonkey. This software is very practical to make cross-analysis and compare answers per generation.

QNR Analysis

The data from the questionnaire was automatically analysed by the used software. Because the parents needed to fill in their age and the age of their children, the different generations could easily be detected and categorized. Cross analyses were possible between the cohorts and questions.

3.2 Operationalisation of the Concepts and Variables

In this chapter, the variables that are of influence on the easiness by which parents approach formal support used will be operationalised. It will be explained how these variables are measured within the focus groups, interviews and questionnaire.

The dependent variable of this research is *the easiness by which parents approach formal parenting support*. This is the variable that might have changed over the last 20 years. This easiness is measured by the constructs that are of influence on (formal) help-seeking behaviour, as mentioned by Kaniastry and Norris (2000), Prinz and Sanders (2007) and Speetjens et al. (2009).

These independent variables are:

1. The perceived accessibility of available formal sources
2. Awareness of available formal sources
3. Social network orientation, depended on:
 - a. Faith in the ability that it can provide satisfying support
4. Cultural norms of what is seen to be appropriate in seeking formal help

Kaniastry and Norris (2000) stress two other independent variables that are of influence on help-seeking behaviour as well. These are a variety of sociopsychological liabilities and the general need for support. The decision was made to exclude these variables from the empirical research section of this thesis. Because of the limited time and space for this thesis, it is not approachable to take all the variables into account that are of influence on help-seeking behaviour. Thereby, analysing variables as personal traits and characteristics would require another type of research method, namely quantitative statistical methods. This would be an analysis that is too ambitious and wide-ranged.

The focus of the analysis of this thesis will thus be on the 4 independent variables named above. These variables are mostly analysed by the direct answers to the questions asked by the interviewer during the focus groups or interviews. However, sometimes the conversation between the interviewer and respondent was in such a flow, that respondents introduced personal stories. These stories in between the structured questions we not planned, but delivered interesting information for this research as well. The way the answers to the questions are analysed is described below.

For the empirical research, respondents first are asked what they consider to be formal or informal support. This is done to be sure there is no misunderstanding between interviewer and respondent in the understanding of these concepts. The parents will be asked to give examples of the different kinds of support as well. The next questions will be asked to verify respondents' ideas about formal and informal parenting support:

- I. Can you explain what you consider formal (or informal) parenting support? (Annex 8.9, question 6)
 - a. Can you give examples of the different kinds of support you reckon in your environment? (Annex 8.9, question 6a)
 - b. Examples to put forward: books, magazines, internet, friends, family, CB, assistances of school or day care, general practitioner etc. (Annex 8.9, question 6b)

3.2.1 The perceived accessibility of available formal parenting support sources

The questions above measure the first variable as well. For the experienced accessibility, parents are also asked to what degree they experience thresholds when approaching these available sources (Annex 8.9, question 8b).

When analysing the perceived accessibility of available formal support from the qualitative data, attention was paid to the next keywords:

- *Accessibility*
- *Approachability*
- *CB*
- *Thresholds*
- *Formal support*

Within the questionnaire, parents are asked a couple of 6-scale measurement questions about their perceived accessibility of formal support. These questions are:

Formal organisations (like the CJG):

- are generally easy to gain access from
- feel familiar to me
- are easy to approach for parenting questions
- make me feel at ease when I have parenting questions (Annex 8.7, question 15)

The possible answers to these questions varied from 'not at all' (0) to 'totally' (6). Positive answers to these questions will be interpreted as higher experienced accessibility of the formal parenting support.

3.2.2 The awareness of available formal parenting support sources

Within the questionnaire, a check of the awareness of the generation of today is measured by asking whether they are familiar with the CJG. This is a yes/no question. An overall awareness of the main source of parenting support nowadays is measured by this question.

Within the interviews and focus groups, parents of all generations are asked what formal parenting support sources they acknowledge within their reach to check their awareness (question Ia.). When respondents cannot think of sources of support themselves, the interviewer will put forward some examples of sources (see question Ib.) to whereas the respondent can recognise to which degree this type of support is be available for him.

For the analysis of the qualitative data, special attention was paid to the next words:

- *Availability*
- *Knowing where to go*
- *Provision of support.*

3.2.3 Social network orientation

Within the questionnaire, the questions about whom to prefer when having parenting problems gives an impression of the social network orientation of parents. In case people prefer to consult the social network at all times, the social network orientation interpreted as high and the other way around.

Within the qualitative study, social network orientation is mainly measured by the answers to question II and III. These two questions represent to which degree they approach their social network when having parenting questions. An answer to question II or III like “I would approach a friend/family member quite quickly”, this represents positive network orientation. On the other hand, an answer like “I would rather try to find a solution to the problem myself” would represent a relative negative network orientation.

- II. If you were faced with parenting difficulties, how did you solve these? (Annex 8.9, question 5)
- III. Have you made use of parenting support sources in cases like these? If not, why? (Annex 8.9, question 5a)
- IV. How important is your social network when you have parenting questions?

In between the questions, social network orientation is interpreted by statements about:

- *Approaching sources*
- *Friends, family, environment and informal/social network*
- *Expectations*
- *Choice*
- *Decision(s)*

3.2.4 The cultural norms of what is seen to be appropriate in seeking formal help

The questions of the questionnaire give an impression of what is culturally seen as normal. When parents stress to mainly approach the social network, and do not prefer to consult formal support, this will be interpreted as culturally inappropriate. However, when parents of a cohort generally prefer to consult professional support in times of difficulties, this can be interpreted as it is being culturally accepted as normal to approach formal parenting support.

The cultural norms are not explicitly asked for within the interviews and focus groups, but interpreted from the respondents' answers. For example, parents are asked in which cases they would approach formal (or informal) parenting support (Annex 8.9, question 7). With the answer to this question, an interpretation can be made of what the norm of the respondent is about approaching (in)formal support. Also, parents are asked to the obviousness to be approaching a formal support source in case of parenting difficulties (Annex 8.9, question 10) and if they think there is a cultural taboo to do so. This is done indirectly. First, they will be asked if they recognise it in their environment (question VI), and then they will be asked how they experience this themselves (question VIa). It might be that parents do not dare to tell about their own taboos or are not aware of them. Asking them about what they see around them might be less personal and can give an impression of their ideas on taboos as well.

- I. In which cases would you consult formal (or informal) parenting support? Why?
 - a. Indicators: trust, experience of counsellor, counsellor's acquaintance of themselves and child.
- II. What would withhold you from consulting formal (or informal) parenting support? Why?

Special attention was paid to the next words:

- *Feelings*
- *Appropriate(ness)*
- *Purposes*
- *Normal*

4. Results of the Empirical Research

This chapter consists of 4 sections, in which the measured independent variables are discussed. Every chapter is constructed of two parts. The first part consists of study 1. In this part, the results of the focus groups and the interviews are explained. Per variable, the general trends will first be discussed, followed by the differences that were observed between the generations. The second part consists of study 2. This represents the results of the questionnaire. This part of the research is used to verify the data found in the qualitative research section.

4.1 Awareness & Accessibility

Study 1 of the awareness and accessibility

Parents of all cohorts agreed on high accessibility of formal parenting support sources. Parents generally did not find it hard to gain access to formal parenting support. Professional consults were mentioned to be easy to attain. Moreover, parents of all generations argued that they were sufficiently aware of the sources available to them. The parents who argued not to be aware of the sources either knew the way to reach the support they needed, or claimed not in need of support.

I think I could have found sources if I would go and look for them, but I did not feel the need for it (Mother D – generation '00, interview, 16-05-2013)

Overall, the CB was seen as the most common source of formal parenting support, followed by a general practitioner. Qualitative research shows that parents generally did not experience difficulties consulting formal sources in case they had need for it.

These organisations are designed for this purpose, so when I experience difficulties I consult them right away (Mother O – generation '00, focus group, 24-04-2013)

The CB was easy to approach, I did not experience a threshold at all (Mother S – generation '90, focus group, 24-04-2013).

Parents from the interviews confirmed these results from the focus groups.

The CB is very easy to approach, I feel at ease to go there (...) I prefer to consult the CB as formal source when having questions about parenting, because I trust them and I put high value to that (Mother C – generation '10, interview, 15-05-2013).

The CB was always easy to approach (Mother G – generation '90, interview, 15-05-2013).

It shows that parents are either aware of the fact that the CB or a general practitioner are places for them to get information concerning parenting, or that they can be referred to another professional that suits their needs via these sources.

Via the CB I went to see a pedagogue (...) And the general practitioner referred me to a psychotherapist (Mother I – generation '90, interview, 17-05-2013).

I feel that when I need some kind of professional support, it is easy to arrange via the CB or the internet (...) I will know how to find my way (Mother U – generation '10 – 29-05-2013).

Parents from cohorts did merely only recognize the CB and a general practitioner as a direct source of formal parenting support. Since they all agreed on the fact that these sources were easy to approach, an overall high accessibility of formal parenting support sources was measured.

There thus seem to be an overall contentment with the awareness and the experienced accessibility of the available formal parenting support sources. There is however a difference notable. The recent generations show to be very confident of the different available possibilities to consult formal parenting support.

I know there is a phone number of the CB that you can always call. Also, the midwifery practice was approachable per phone, even in the middle of the night. I experienced this as very pleasant, they did not think "ooh there is another one of those...". And I think you can even call you insurance company in times of trouble (Mother A – generation '10, interview, 06-05-2013).

There is a phone number of the CB that you can always call (...) I find this a very comforting idea, that there is a professional I can always consult (Mother C – generation '10, interview, 15-05-2013).

Out of the citation above of Mother A and C, it appears that they have knowledge of the fact that there are phone numbers they can always call. Mother A argues that she experiences it reassuring that there is a possibility to approach a professional at all times, at whom she does not feel burdened to go to with her parenting problems. Mother C complements this statement by stressing that she does not feel bothered to call formal authorities. She argues that she does not feel burdened because the professionals are no acquaintances of hers.

I easily call formal authorities sources, because I know I call people who know where they are talking about. I feel less burdened to call them for parenting difficulties, because I do not know them personally. I will not be judged by them, because they do not know me (Mother C – generation '10, interview, 15-05-2013).

The statements from these respondents of the generation of today point out that they have a high awareness of the fact that there is formal parenting support accessible to them in case of difficulties at all times.

The generation of the '90s however seem to show more insecurity in their knowledge of the availability of the possible sources.

I think there was a phone number I could have called in the case I had a problem (Mother I – generation '90, interview, 17-05-2013)

They stated that they could have had more knowledge of the possible sources, if they have go and looked for it. However, they did not feel the need for this. Consulting a professional for daily parenting difficulties for them did not feel like the common thing to do. Because of this, the '90 generation seem less aware of the formal parenting support accessible to them in case of difficulties. Here seems to lay a difference between the more recent cohorts.

So, overall, study 1 shows that parents seemed to have always experienced a sufficient awareness and accessibility of the available formal parenting support sources. There is however a difference notable in the awareness of the possibilities to call a formal support source in emergency parenting moments. In the more recent generations, there appears to be more awareness of these possibilities. For the generation of the 90s however, the possibilities to approach formal sources seem less self-evident.

Study 2 of the awareness & accessibility

The questionnaire confirmed the general results from the interviews and focus groups. The results of the questionnaire with reference to this topic are shown in the diagram below (Figure 2). It shows that 53% of the parents prefer the CB when they are in need to consult formal support. This is followed by 24% who prefers their general practitioner.

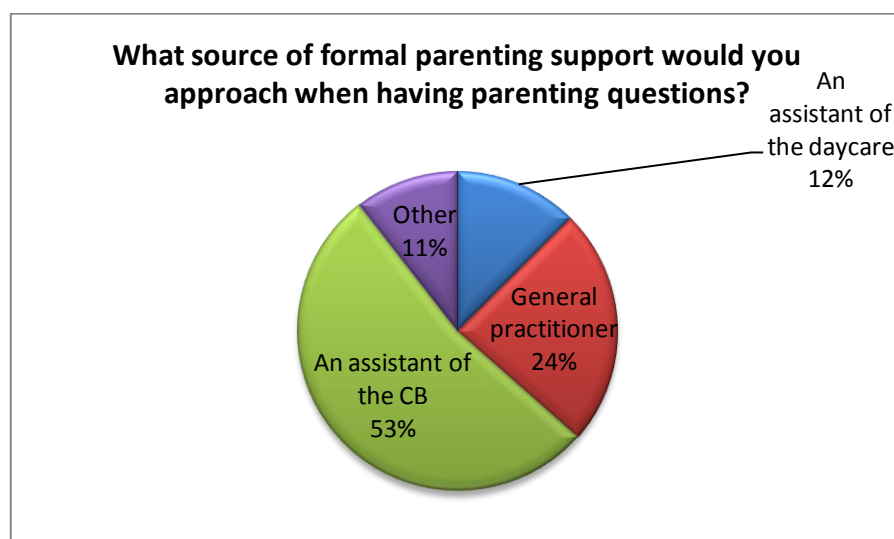


Figure 3 - Diagram preferences of formal support

The questionnaire confirmed parents' *experienced accessibility* of the formal support sources in general. The diagram below (figure 5) shows that the general accessibility of the CJG of City C is 4.9 on scale of 0-5. The CJG overall has a high score on accessibility; it feels familiar to parents, they feel the centre is very easy to approach for them when having parenting questions, and they feel at easy to approach the centre for parenting questions.

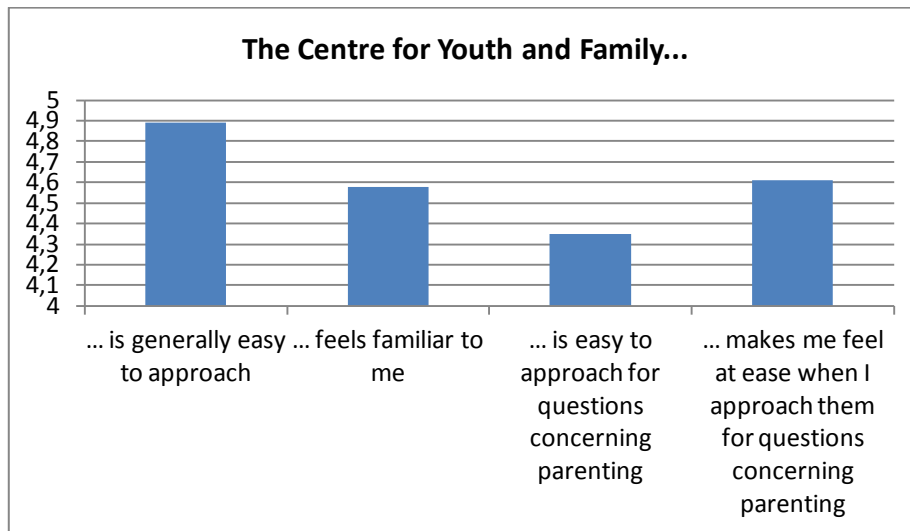


Figure 4 – Diagram accessibility CJG

The change between the cohorts in experienced accessibility, as found in study 1 can unfortunately not be checked by study 2. This is because the question only considered the experienced accessibility of the CJG and is thus only representative for the generation of today.

4.2 Social Network Orientation

Study 1 of the social network orientation

Generally, parents put a lot of weight on the support their social networks can provide them in times of need. The informal network for every generation is seen as a common source of support considering parenting. Respondents mentioned that friends and family play a significant role when having questions about parenting. The expectations for the informal support are not high. Parents consider it as a natural thing to approach the informal network and do not expect them to come up with the perfect solution to their problems. They rather expect that the informal network will help each other out with the daily parenting struggling.

I don't really have expectations for my friends, that is more spontaneously like "wouldn't you rather do this, or that?". I don't really expect them to come up with a solution. I do have more hope for a solution when I approach a formal institution (Mother G – generation '90, interview, 15-05-2013).

With friends you exchange, like "how do you do this or that?" You tell each other about your experiences (Mother D – generation '00, interview, 16-05-2013).

Maybe it is more natural. I really approach the CB for difficulties, and with friends it just discussed within daily conversations (Mother C – generation '10, interview, 29-05-2013)

In general, parents express that their social environment is mainly suited to consult for easy, daily problems. Respondents of all generations and both focus groups and interviews agreed on the fact they would approach their social network in cases of day-to-day problems. Questions concerning more severe problems, or medical questions are generally not considered not to be suited to consult their social environment for.

However, there are exceptions to this rule in the case that the social network contains professionals. With a high quality social network, the social network orientation seems to be increased, since it can provide satisfying answers to more severe, medical or developmental subjects. Parents in this case have a social network which can provide answers to a broader range of questions, which means that they have a more positive social network orientation.

A friend of mine is a child psychologist and another one has an office to help people cope with children with behavioural problems (...) I have a really rich social network, I am very pleased with the family and friends around me, but you choose your friends yourself. (Mother D – generation '00, interview, 16-05-2013).

The last sentence of the quote of Mother D is interesting for this variable. The idea to deliberately choose the people to approach for parenting problems is a phenomenon that was stressed several times. Within their social networks, parents seem to consult people who have common ideas about

parenting. Parents of all cohorts mention that they consider it important that the provider of parenting support has norms about parenting that are in line with their own norms.

If I ask a friend “what do you do when your son does not want to eat something?” and she says “I would just give him something else”, that’s worthless to me, because that is not how we want to be as parents (Mother A – generation ’10, interview, 06-05-2013).

I choose to talk to the people who have the same norms and values as I have (Mother M – generation ’00, focus group, 26-04-2013)

I could approach my mother-in-law as well, but we had different ideas about parenting, so I chose not to (Mother H – generation ’90, interview, 15-05-2013)

So, parents seem to be selective in the ones they consult within their social networks for parenting support. Although few parents of the generation of the 90s stressed this topic as well, it was clearly more emphasized by the more recent generations. Especially in the cohort of today, where every respondent in the focus group and interviews pointed out the importance of these common norms. It seems to more play a more significant role nowadays than it did twenty years ago.

Also, the generation of today stress to be more fearful in discussing their parenting problems with the people around them. According to Mother K, this has to do with the “judging society of today”. Several respondents of the generation ’10 stressed to be afraid that they would be judged on the way they raise their children, when discussing their problems with people in their social network.

I do notice that friends want to show their successes when talking about parenting. That makes me feel like “does that mean that I don’t do it right?” (Mother L – generation ’10, focus group, 17-05-2013)

It is hard to talk about it with friends, because there is shame and fear to be judged (Mother J – generation ’10, focus group, 17-05-2013)

I called my nurse every day. However, I did not tell anybody, because I did not want to show that I could not do it (parenting) myself. I didn’t even tell my partner. (Mother C – generation ’10, interview, 15-05-2013)

This would imply that the social network orientation of these respondents are not as positive as the social network orientation of the respondents of the generation of the nineties and 2000s, since it seems that parents are more cautious in discussing their parenting problems with people in their social networks.

So, study 1 shows that overall, parents put a lot of weight on their social network in times of trouble. The network orientation does depend on the quality of the social network. Parents with high quality social networks experience a more positive social network orientation than parents who have a social network that is less rich in quality. The expectations of the social networks have stayed the same. Respondents of all generations expect their social network to provide answers to their daily

parenting problems. However, parents seem to attach greater importance to the norms of the one whom they consult. The norms of the consultant have to be in line with their own norms about parenting. Parents have become more conscious and cautious in the selection of whom to consult for discussing their parenting difficulties with. This is a sign of a reduced positivity of the social network orientation over time.

Study 2 of the social network orientation

In study 2, parents were asked who they would consult in case of parenting questions. This question was divided in “who to consult in case of daily parenting problems”, and “who to consult in case of more severe parenting problems”. Out of the questionnaire, a couple remarks can be made.

In the diagram below, the results from both the questions on daily and severe parenting problems are put together. The results show that overall, parents prefer to approach their social networks for parenting difficulties. This thus confirms that people put a lot of weight on their social networks in times of need.

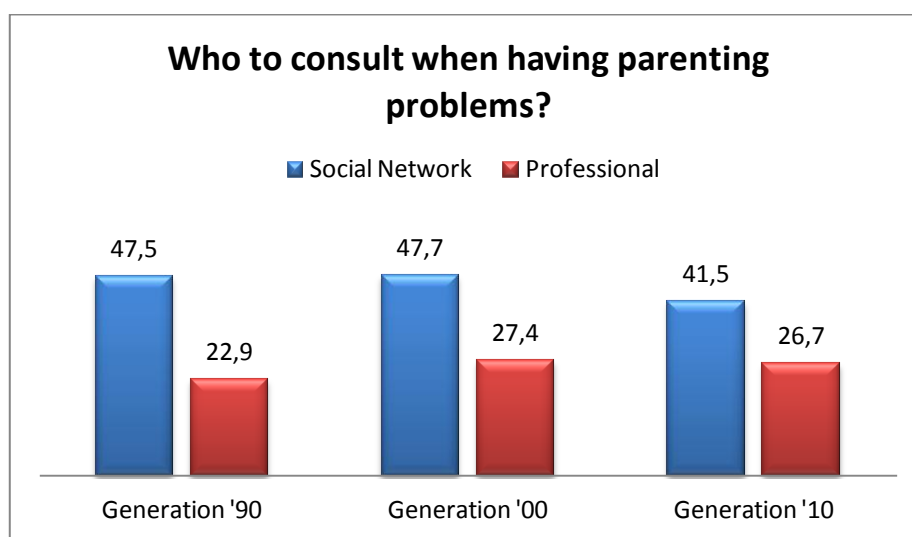


Diagram 1 – Who to consult when having parenting problems in general

When the responders’ answers to the two different questions are analysed separately, we indeed see that parents indeed have less tendency to approach their social networks when problems are getting more severe, as shown in Diagram 2 and 3. Approaching a professional is more significant for more severe parenting problems. The general findings of study 1 are thus confirmed by study 2.

Also, some of the differences between the cohorts that were found in study 1 can be endorsed by the questionnaire. First of all, there are the findings of study 1 about the decline over the past 20 years in approaching the social network in times of parenting difficulties. When looking at Diagram 1, the results of the questionnaire show that parents of today are indeed less tend to

approach their social networks in times of parenting problems, compared with the other two generations.

The distinction is not large, but there is a difference obvious. The cause of this trend of whom parents would generally approach, can be attributed to the sources which parents would approach in cases of more severe parenting problems. Here seems to lay a more clear-cut distinction. Parents nowadays appear to more easily solve severe parenting problems by approaching a professional than by the help of their social network.

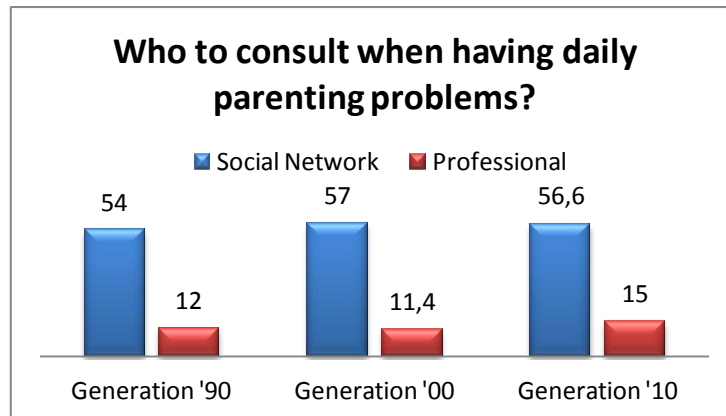


Diagram 2 – Who to consult when having daily parenting problems

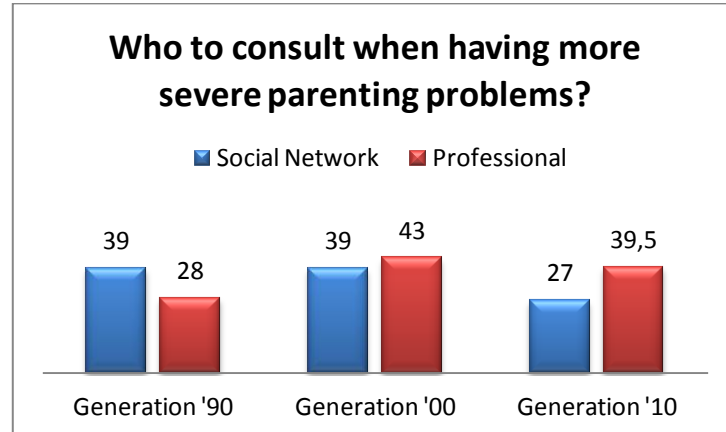


Diagram 3 – Who to consult when having more severe parenting problems

Diagram 2 and 3 thereby show that the generations of 2000 and 2010 seem to be more inclined to approach a professional than the generation of the nineties in case of more severe problems. This was found in study 1 as well.

The answers to the question “who to consult when having daily parenting problems?” seems to give no significant differences between the cohorts in whom they would prefer to consult. In the case of daily parenting problems, parents generally tend to prefer their social network. Roughly one in ten parents in all cohorts tends to approach a professional in case of daily parenting difficulties.

4.3 Cultural Norms

Study 1 of the cultural norms

Study 1 showed that generally, consulting a professional is the next step in approaching someone for help. So, when the informal network cannot provide a satisfying answer, it seems to be a logical next step to consult formal support. This view was recognised by all generations.

When the people around you do not have experience with the kind of problems, you consult formal support (Mother N, generation '00, focus group, 26-04-2013).

The fact that parents seem to consult professionals when parenting questions are getting more difficult or serious does say something about the idea parents have of what is appropriate for consulting formal support. This mostly seems a practical decision. This is for the reason that their first support choice, their social network, can just not foresee them in their needs. It does not seem to be culturally determined, but just a matter of need: when there is need for higher support in parenting, because the social environment cannot provide the satisfying support, consulting a professional is the appropriate thing to do. This is endorsed by the interviews as well.

In cases we could not find the information within our own circle we would consult formal support (Mother E – generation '00, interview, 06-05-2013).

Consulting a professional is thus dependent on the sufficiency of the social environment of parents and is a practical matter. In general, parents express that their social environment is mainly considered to be suited to consult for easy, daily problems. Respondents of all generations and all both focus groups and interviews agreed on the fact that the nature of questions to ask to the informal network is day-to-day problems.

When your child really has problems, not the day-to-day problems, I think that it would in this case be appropriate to consult a professional (Mother I – generation '90, interview, 17-05-2013).

I can image that you would approach a professional when you need specific help for your child, like when you need medication for ADHD. But I would not consult a professional for small thing, I would rather call my mother (Mother K – generation '10, focus group, 17-05-2013).

It is a different level of problems. Informal support types are suited for daily stuff that you struggle with all the time (Mother N, generation '00, focus group, 26-04-2013)

Questions concerning more severe problems or medical questions are considered to be suited for approaching a professional. Like the citations above, other respondents endorsed that they would only consult formal support about parenting when they are in higher need for support; when they are experiencing more distress in what to do in a certain parenting situation.

When you really need help, you don't know what to do anymore, you consult a professional (Mother H – generation '90, interview, 17-05-2013).

Several times respondents pointed out that they felt the CB was not suited to approach for other than more severe questions. Parents felt that the CB was for medical or developmental aims only, and not necessarily for parenting difficulties. Most of the respondents believed that the CB was not the place to go when having daily parenting problems. Mainly because they felt that the CB would give them very standardized tips that would be applicable for all children.

Next to the results that were generally found among all the generations, there was also a difference to observe between the cohorts. Interesting is that the generation of '90 shows that they do not seem to find it appropriate to ask parenting questions at formal support sources. This was not considered to be common sense.

In the time that I went to the CB, there was no talking about parenting at all. It was purely medical. When you had problems concerning parenting, you would consult your social environment. The CB consults are expanded from 5 minutes to 20 minutes in 20 years (Mother P – generation '90, focus group, 24-04-2013).

This argument was confirmed in the interviews of the generation of the '90s.

I did not consult the CB for parenting problems, they only checked on the standard developments (...) I would rather consult them when my child has serious problems (Mother I – generation '90, interview 26-04-2013).

I would never consult a doctor or the CB for behavioural problems. I would rather consult friends or family. I think because it is derived from the old days. You only consult a doctor when you are ill; the social aspects are solved within the social environment (Mother G – generation '90, interview, 24-04-2013).

Parents of the '90s generation predominantly agreed on the fact that the CB is not appropriate for (daily) parenting problems. If they did consult the CB for parenting questions, this was mostly because they had to visit the CB anyway, because of a required appointment.

This idea was not fully supported by the other generations. Parents of the more recent generations stressed that they have consulted a formal institution outside of the standard appointments and that they do not consider it inappropriate. This considered all mothers from the interviews of the generation of 2010, and two mothers from the generation of 2000. The mothers of the generation of 2010 stressed that have made use of the possibilities to approach formal support by phone.

For my oldest child, I called the CB every day, I doubted everything concerning parenting (...) I find this a very comforting idea, that there is a professional I can always consult (Mother C – generation '10, interview, 15-05-2013)

For the times I though “Ooh no, how do I do this again?” I knew I had numbers I could call. The midwifery practice was approachable per phone, even in the middle of the night. I experienced this as very pleasant, they did not think “ooh, there is another one of those...” (Mother A – generation '10, interview, 06-05-2013).

In the first year in particular, I have called them (CB) several times (Mother B – generation '10, interview, 06-05-2013).

The citations show that these respondents do deem it appropriate to consult a formal source for less severe issues. There seems to be a difference in help-seeking behaviour between the generations. These mothers of today do stress that they would rather solve parenting problems on their own. However, they do not feel it is inappropriate to consult a formal support source outside of the standard appointments, like the '90s generation mentions. This latter generation argued that they considered it more naturally to approach their social network in these kind of cases.

Another interesting thing is that, when the respondents were asked about their idea of the development of the past 20 years in approaching a professional for parenting problems, the respondents of all generations stress that they have the idea that it has become easier to approach a professional these days.

Seeing a psychologist was formerly very severe and burdensome. But nowadays, everyone has visited a shrink. People tell each other “shouldn't you see a shrink for that?”. It is more easy to obtain; people are less ashamed (Mother B – generation '10, interview, 06-05-2013).

It might have become a trend, it is less heavy nowadays. What formerly was called to be a psychiatric, nowadays is called a coach. Maybe the world is made a bit more friendly. Maybe a bit of self-understanding of people like “what is wrong with calling for help?” (Mother N – generation '10, focus group, 24-05-2013)

Respondents thus claim that it has become more common to consult a professional for problems. The examples the respondents called on however, all considered professionals that provided physical or psychological problems. Several parents stressed the issue of the many diagnosis's of behavioural problems that are made today by professionals. They stress to be afraid that their child will be “labelled” when they approach a professional for parenting problems with their children.

When approaching an institution, I am afraid that my child will get a sticker of the problem it has. I find it important that my child is who it is, whether it is autistic or has ADHD, I consider it important that my child can develop itself in the best possible way (Mother J – generation '10, interview, 29-05-2013)

This association of professionals with labelling and diagnosis's of children's behaviour does say something about the feelings of parents. Respondents of the two recent generations stressed several

times that they are afraid that either they, or their child, does not to satisfy the expectations from the social environment. The citations below, of Mother S, shows that parents find it hard to find a way in 'how to act' when having problems with their child. Respondents argue that when having problems, you should act upon it, because you should do the best for your child.

What formerly was seen as "a troublemaker", nowadays is considered "a child with a behavioural problem". And there is help available for these behavioural problems, so you have to accept it. If you don't, that is not considered to be good either (Mother S – generation '90, focus group, 24-04-2013).

So the current idea is that in case a child shows behavioural problems, the parents should approach a professional for it, because there is help available. However, this could result in a diagnosis for the child and might be considered by the environment as a failure in parenting. Respondents of the recent generations stress to find it hard to figure out the right way. They seem to be anxious to be judged by others not to be a good parent.

You immediately get a judgement from others "ooh she is too tough for her child", or "ooh she is way too easy on that child of hers". Verdicts are made easily (Mother L – generation '10, focus group, 17-05-2013)

The more recent generations moreover recognize that people around them want to play the sunny side up, when talking about parenting problems. Respondents do not want to show their weaknesses considering parenting to people outside of their social networks. This is typical. All the generations of parents namely stressed that they had the idea that formerly nobody dared to show their problems to the outside world. However, the generation of today shows more fear to be judged by their outside world, and sometimes even by their social network.

I do notice that friends want to show their successes when talking about parenting. That makes me feel like "does that mean that I don't do it right?" (Mother L – generation '10, focus group, 17-05-2013)

It is hard to talk about it with friends, because there is shame and fear to be judged (...) I do notice that if I start talking about my parenting difficulties, that other agree with it and say "I'm happy to hear that I am not the only one" (Mother J – generation '10, focus group, 17-05-2013)

I called my nurse every day. However, I did not tell anybody, because I did not want to show that I could not do it myself. I didn't even tell my partner. This was also because I did not want to bother others with my insecurities (Mother C – generation '10, interview, 15-05-2013).

It appears to be that parents of the generation of the '90s would solve their parenting problems within their social networks, and would discuss their daily parenting problems with their social environment. That was just the natural thing to do. This cohort did not consider it common sense to approach a formal institution (in between the standard appointment) to discuss their daily

parenting problems with. Parents of the more recent generations however, consider it less naturally to discuss these daily problems with their social environment, because they are afraid to be judged not to be a good parent.

Overall, the cultural norms about what is seen to be appropriate seem to have changed a bit. Parents' claim that it has become more normal to approach a professional nowadays, compared with twenty years ago. They are however scared to tell their environment about approaching a professional and reluctant in discussing their parenting difficulties with. It seems that the generation of today is more cautious to be judged about the way they raise their children. Shame and fear does seem to play a more significant role nowadays in talking about parenting problems with the direct environment than it did twenty years ago.

Study 2 of the cultural norms

The questionnaire shows indeed that parents seem to rather consult the social network for easy parenting questions instead of consulting a professional. When it comes to more severe parenting questions, respondents would on average prefer to approach a professional 2,8 times more compared with day to day problems.

Study 1 also showed some differences that are checked by the questionnaire. First of all, there was a difference in norms found between the generation of the nineties en the more recent generations. The generation of the nineties would be more tend to solve their parenting problems within their social networks than the more recent generations. This finding was endorsed by the questionnaire based on the results shown in Diagram 1. For the generation of the nineties, almost half of the respondents state to prefer to consult someone within their social network when having parenting problems. The generation of 2000 had a comparable outcome with the generation of the nineties for this question. In the generation of today, however, roughly one third of the parents stated to prefer their social network. There thus seems to be a significant reduction of the inclination to approach someone within the social network.

This reduction in the tendency to approach the social network in times of difficulties confirms the finding of the generation of '10 being more cautious in discussing parenting problems with the social network. People of today's generation thus indeed are less tending to approach social networks.

The second differences that was found in study one, was that the generation of today seems to deem it appropriate to consult a professional for easy, daily parenting problems. Diagram 2 shows a very slight increase over time of parents approaching formal support for daily problems. This is however not a significant difference. This finding is thus not considered to be endorsed by study 2.

The questionnaire however does show a significant change over time in approaching formal support for more severe questions. This difference in outcomes between the two studies could imply a misunderstanding between respondent and interviewer of what is considered to be a severe or a day to day question. Parents might consider the questions for which they approach formal support by phone, as mentioned in study 1, a more severe question. This would explain the dissimilarity; however, it is not sure whether this is really the case, so it will not be taken as true.

5. Conclusion

This thesis started with the increased state expenditure on parenting support over the last decennia. The Dutch welfare state has invested in parenting support because of an increased awareness of the way in which good parenting can increase child development. The problem going along with this increased expenditure however is that it is not sure how the help-seeking behaviour of the parents in the Netherlands has developed along with this state expenditure: do parents nowadays experience it to be easier to approach formal parenting support than parents did twenty years ago?

Formal help-seeking behaviour is influenced by the awareness and experienced accessibility of the available formal parenting support, the social network orientation of parents and cultural norms. On basis of an analysis of policy documents, light was given to the Dutch societal and policy trends concerning parenting. On basis of these findings, there were expectations formulated per variable. It will be discussed below whether these expectations have been found true or false by the empirical research section. In the end, the main hypothesis which expected an increased experienced easiness in approaching formal parenting support, will either be rejected or confirmed.

According to the ideas of Prinz and Sanders (2007), an increased *awareness and experienced accessibility of the available formal parenting support sources* will result in parents seeking formal help more easily. Since the boost of investment in parenting support by the government, the provision is not only increased, but also extended. Parenting support has become more professional, preventive and client-oriented. Since 2011, there is easy accessible parenting support by professionals available in every municipality. The expectation for the awareness and experienced accessibility of the available formal parenting support among parents is thus that the awareness and experienced accessibility of the available formal parenting support sources among parents would have been increased over the past 20 years.

Parents of all cohorts agreed on high accessibility of formal parenting support sources. They do not find it hard to gain access to formal parenting support. Parents claim to be able to find support either directly or indirectly. All the cohorts argued that they were sufficiently aware of the sources available to them. Today's parents however seemed to be more aware of the possibilities to consult parenting support. Study 1 shows that both the awareness and experienced accessibility of the formal support has slightly increased over the past 20 years. This thus confirms the hypothesis of the first variable.

Findings of Kaniastry and Norris (2000) suggest that a positive *social network orientation* would result in parents approaching support more easily. Policy research showed that due to changes in family structures, families are getting smaller and more separated. Also, the traditional balanced support systems are more segmented by which parents are carrying more responsibility on

their own considering parenting. Because of this, the expectation was that the social network orientation among Dutch parents today would have been reduced compared with twenty years ago.

Social network orientation was in every generation significant; parents of all cohorts did put a lot of weight to their social networks in times of need. Informal support overall is seen as a common source of support considering parenting questions. There was a development observed between the generations. This considers a decrease in social network orientation. Parents nowadays appear to rather solve severe parenting problems by the help of a professional instead of their social network. This is in contradiction with the preferences of the generation of the nineties. The results of the generation of '00 appear to be right in between these generations. Based on the empirical findings of the social network orientation, the hypothesis that was formulated for this variable can be confirmed: the social network orientation seems to have reduced over the last twenty years.

According to the ideas of Kaniastry and Norris (2000) help-seeking behaviour is guided by value orientations about collectivism and individualism; by *cultural norms* of what is seen as appropriate in seeking help. More collectivistic societies would more easily seek (formal) help than individualistic societies. According to the findings out of the policy research, it appears that the Dutch society is undergoing a process of individualisation over the past decennia. People are getting more emancipated and put increased value on self-development, autonomy and the right to have a private life on your own. Because of this increases individualism, the expectation for this variable was that parents would have been considering it less appropriate to seek help in general. This would also lead to a decrease in formal help-seeking behaviour.

Cultural norms about what is appropriate in seeking formal help in all generations shows that formal support is appropriate to consult when the informal network does not satisfy anymore; when it cannot provide sufficient support to the experienced need. All the generations show that there is a taboo when talking about parenting problems: shame seems to play a significant role in discussing parenting difficulties. There is a difference between the generations notable on this topic. The generation of the nineties mostly considered a taboo for consulting formal support; they prefer to solve their parenting problems by help of their social environment. On the contrary, It appears that the more recent generations seem to be more afraid of showing their parenting problems to the people around them, because they are afraid to be judged by their environment. Nowadays parents would rather consult a professional than show their weaknesses to the neighbourhood.

Overall, this research shows that consulting formal support has become more common nowadays in the case of more severe parenting problems. So in the case of approaching a professional for this kind of problems, it seems that the cultural norm has become more positive towards formal help-seeking behaviour. This is contradictory to the hypothesis of this variable, which stated that help-seeking behaviour would decline due to the more individual attitudes people have

considering solving problems. It however seems that people have become more tended to approach formal parenting support *because of* the more individualistic attitude. They rather do not solve severe problems within their social networks, because of shame and fear to be judge as a bad parent. Instead of approaching the social network, as the nineties generation would prefer, the generation of today will individually solve severe parenting problems by consulting a professional.

Thus, the experiences accessibility and awareness of the formal support sources has increased, by which the help-seeking behaviour is improved. For the other two variables, only significant developments were found in the case parents cope with more severe parenting questions. The outcomes social network orientation has shown that in case of severe parenting problems, parents got more reluctant in approaching their social networks. People are less tent to bother their social network with their problems, or are afraid to be judged on their experienced difficulties. The cultural norms have changed in a positive way for formal help-seeking behaviour as well; it is considered to be more common to approach a professional for severe parenting problems. Overall, the hypothesis formulated at the end of the theoretical exploration can be confirmed: the easiness to approach formal parenting support has generally increased over the past twenty years.

6. Discussion & Recommendation for Future Research

This thesis produced useful insights in the help-seeking behaviour of Dutch parents over the past 20 years. It has to be said however, that there are some shortcomings of this research that have to be taken into consideration while reading these outcomes.

Out of the low response of the recruitment form and the face to face recruitment, it appeared that parenting overall is seen as a sensitive subject to discuss. Parents are reluctant in discussing their parenting problems with people they do not know. This has several consequences for this thesis.

First of all, the representativeness of the sample of respondents could be impaired. A selective group of parents reacted to the invitation of the focus groups and the interviews. It could be that these are parents who experience less discomfort in talking about their problems in general, which would imply a more positive social network orientation of this group in general (See model 1). Second, the other respondents who did not voluntarily signed in for the focus groups or interviews, were approached by the own social network of the researcher. This could create a bias, because the respondent and interviewer are acquaintances of each other. This could affect the sincerity of the respondent (Babbie, 2007).

Another possible bias lays in the reliability of this research considers the difference in trustworthiness of the answers of the different generations. It is possible that the feelings of the generation of today are fresher and clean because they are more current than those of the other generations. Parents of the generation of the nineties, for example, had to recollect their feelings and preferences they had in the time their child was 0-4 years old. Although parents were asked to refresh their memories before the meetings by reading any diaries they had from that time, it is still possible that parents have forgotten about situations, which can make their statements not completely factual.

Moreover, the focus groups were not conducted in the most ideal way. The participants knew each other, the groups were too small and some were acquaintances of the interviewer. However, by complementing the focus groups with interviews and the online survey, it is endeavoured to make the results useful in the most optimal way.

At last, this research considered a measurement of only three of the five independent variables that are of influence on the help-seeking behaviour of parents, according to the theoretical findings of this thesis. It is not sure how the other three variables are of influence on the help-seeking behaviour. It can be that the influence of these variables has formed a bias within the study. A recommendation as improvement for the validity of this research would be that the empirical part

of this research would be complemented by analysis of these other two variables. This would offer a more clear view of the development found in this research.

Unless there are some possible biases within this research, it delivered some valuable outcomes. This research has shown that in case of more severe parenting problems, the easiness to approach formal parenting support has increased. This is valuable information for parenting policy makers, because it means that the state investments on parenting support are indeed useful and culturally accepted in a certain domain. Thereby, policy makers can use the insight in the reasons behind the findings and adjust future policy to them. This could make formal parenting policy more efficient.

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8. Annexes

8.1 Letter to the parents of the generation 10 and 20 years ago

Wie zoeken wij?

We zijn op zoek naar ouders die mee willen praten over opvoedvragen

Waarom?

Wij zijn Floor Keuskamp en Merel van Grimbergen en wij zijn momenteel bezig met ons masteronderzoek voor de studie Algemene Sociale Wetenschappen aan de Universiteit Utrecht. Het onderwerp van ons onderzoek gaat over opvoeden en vragen die ouders hebben bij de opvoeding en is onderdeel van een internationaal onderzoek.

Via deze brief willen wij u graag uitnodigen voor een discussiebijeenkomst over opvoeden en de vragen ouders over opvoeding hebben. Het doel van ons onderzoek is niet alleen om inzicht te krijgen in de vragen over opvoeden, maar ook of ouders hier anders mee omgaan dan 20 jaar geleden. Om duidelijk te krijgen of er een verschuiving heeft plaatsgevonden hebben wij uw hulp nodig. U bent als ouder een expert en kunt veel informatie verschaffen.

Wat willen we van u weten?

Wij zijn benieuwd naar de opvoedvragen die u had toen uw kind 0 tot 4 jaar oud was. Wat voor soort vragen had u in deze periode vooral en hoe ging u hiermee om? Waar ging u met uw vragen naar toe, en waarom?

Wij zijn ons ervan bewust dat het al een tijdje geleden is dat uw kind zo jong was en willen u daarom vragen, als u deze nog heeft, groeiboekjes of eventuele dagboeken voorafgaand aan de discussiegroep door te nemen. Dit helpt u misschien om wat meer herinneringen naar boven te halen uit die tijd.

Tijdens de discussiebijeenkomsten zijn geen goede of foute antwoorden mogelijk. Juist de diversiteit van uw ervaringen, meningen en keuzes is waar wij geïnteresseerd in zijn. Wij zullen onderwerpen zoals de voldoening van het opvoeden, opvoedvragen en opvoedondersteuning ter sprake brengen.

Waar?

City B

Hoe?

De discussiebijeenkomst zal ongeveer 1,5 uur duren. Wij willen er graag een gezellige informatieve bijeenkomst van maken. Er zal dan ook voor een hapje en een drankje worden gezorgd. Om uw privacy te waarborgen, zal er zorgvuldig en vertrouwelijk worden omgegaan met alles wat er wordt besproken tijdens de bijeenkomst. Zo worden er in ons onderzoek geen namen genoemd.

U kunt zich aanmelden via het e-mailadres F.J.Keuskamp@students.uu.nl. Moeders en vaders zijn beide van harte welkom. Als u geïnteresseerd bent, zou u in de mail de volgende vier aspecten willen vermelden:

1. Naam
2. Leeftijd kind(eren)

3. Schikkende data, opties:

- dinsdag 9 april (’s avonds 20:00)
- woensdag 10 april (’s ochtends 10:30)

*** Zou u het aan willen geven wanneer u op meerdere data beschikbaar bent?**

Schikt het u niet op de aangegeven data, maar bent u wel geïnteresseerd in deelname aan ons onderzoek? Wij zouden het fijn vinden als u dan toch contact met ons opneemt. Mogelijk kunnen we een extra datum prikken voor een discussiebijeenkomst.

Natuurlijk kunt u ons altijd mailen voor vragen op het genoemde e-mailadres.

F.J.Keuskamp@students.uu.nl

Alvast vriendelijk bedankt en hopelijk tot ziens. Deelname wordt zeer gewaardeerd.

Floor Keuskamp en Merel van Grimbergen,

Master studenten Algemene Sociale Wetenschappen: beleid en interventie; Arbeid Zorg en Welzijn

8.2 Letter to parents of today’s generation

Wie zoeken wij?

We zijn op zoek naar ouders die mee willen praten over opvoedvragen

Waarom?

Wij zijn Floor Keuskamp en Merel van Grimbergen en wij zijn momenteel bezig met ons masteronderzoek voor de studie Algemene Sociale Wetenschappen aan de Universiteit Utrecht. Het onderwerp van ons onderzoek gaat over opvoeden en vragen die ouders hebben bij de opvoeding en is onderdeel van een internationaal onderzoek.

Via deze brief willen wij u graag uitnodigen voor een discussiebijeenkomst over opvoeden en de vragen ouders over opvoeding hebben. Het doel van ons onderzoek is niet alleen om inzicht te krijgen in de vragen over opvoeden, maar ook of ouders hier anders mee omgaan dan 20 jaar geleden. Om duidelijk te krijgen of er een verschuiving heeft plaatsgevonden hebben wij uw hulp nodig. U bent als ouder een expert en kunt veel informatie verschaffen.

Wat willen we van u weten?

Wij zijn geïnteresseerd in hoe u de opvoeding van uw kind ervaart. In het bijzonder willen wij graag weten wat voor opvoedvragen u hebt en hoe u hiermee omgaat. Wij zijn benieuwd wie u raadpleegt om deze vragen te beantwoorden, en waarom u hiervoor kiest.

Tijdens de discussiebijeenkomsten zijn geen goede of foute antwoorden mogelijk. Juist de diversiteit van uw ervaringen, meningen en keuzes is waar wij geïnteresseerd in zijn. Wij zullen onderwerpen zoals de voldoening van het opvoeden, opvoedvragen en opvoedondersteuning ter sprake brengen.

Waar?

City B

Hoe?

De discussiebijeenkomst zal ongeveer 1,5 uur duren. Wij willen er graag een gezellige informatieve bijeenkomst van maken. Er zal dan ook voor een hapje en een drankje worden gezorgd. Om uw privacy te waarborgen, zal er zorgvuldig en vertrouwelijk worden omgegaan met alles wat er wordt besproken tijdens de bijeenkomst. Zo worden er in ons onderzoek geen namen genoemd.

U kunt zich aanmelden via het e-mailadres F.J.Keuskamp@students.uu.nl. Moeders en vaders zijn beide van harte welkom. Als u geïnteresseerd bent, zou u in de mail de volgende vier aspecten willen vermelden:

1. Naam

2. Leeftijd kind(eren)

3. Schikkende data, opties:

- dinsdag 9 april (’s avonds 20:00)
- woensdag 10 april (’s ochtends 10:30)
- dinsdag 16 april (’s avonds 20:00)
- woensdag 17 april (’s ochtends 10:30)

*** Zou u het aan willen geven wanneer u op meerdere data beschikbaar bent?**

Schikt het u niet op de aangegeven data, maar bent u wel geïnteresseerd in deelname aan ons onderzoek? Wij zouden het fijn vinden als u dan toch contact met ons opneemt. Mogelijk kunnen we een extra datum prikken voor een discussiebijeenkomst.

Natuurlijk kunt u ons altijd mailen voor vragen op het genoemde e-mailadres.

F.J.Keuskamp@students.uu.nl

Alvast vriendelijk bedankt en hopelijk tot ziens. Deelname wordt zeer gewaardeerd.

Floor Keuskamp en Merel van Grimbergen

Master studenten Algemene Sociale Wetenschappen: beleid en interventie; Arbeid Zorg en Welzijn

8.3 Letter to the infant centre of living place B

This letter is written by me and my fellow student Floortje Keuskamp. It is written out of her name, because she already had contact in person with misses van den Berg. Ms van den Berg had requested Floortje to send her an official letter with some information about her research and plan.

Beste mevrouw Van de Berg,

Allereerst wil ik u hartelijk danken voor de medewerking aan mijn afstudeeronderzoek. Zoals u weet is het voor mijn scriptie van belang dat ik ouders verzamel voor een discussiebijeenkomst. De discussiebijeenkomsten zal ik samen met een studiegenootje leiden, die een vergelijkbaar onderzoek doet. Omdat onze onderzoeksonderwerpen zo goed aansluiten, kunnen wij gebruik maken van dezelfde respondenten en discussiegroepen. Uit de bijeenkomsten zal dus data verzameld worden voor twee masteronderzoeken.

Mijn onderzoek richt zich op opvoedvragen en onzekerheid over opvoeding van ouders. Volgens verschillende onderzoekers zijn ouders steeds meer onzeker geworden als het gaat om opvoeden. Dit zou o.a. te maken hebben met de dynamische vorm van opvoeden en de professionalisering rondom de opvoedondersteuning. Via discussiebijeenkomsten wil ik onderzoeken welke ontwikkelingen rondom opvoedonzekerheid hebben plaatsgevonden. Om hier antwoord op te kunnen geven wil ik ouders die kinderen die in de jaren 90, jaren 2000 en nu met elkaar vergelijken. De hoofdvraag is: *Wat voor ontwikkeling is er waar te nemen als het gaat om opvoedonzekerheid bij ouders van jonge kinderen tussen nu en 1990?*

Het onderzoeksonderwerp van mijn studiegenoot, Merel van Grimbergen, is opvoedondersteuning. Zij richt zich op de ontwikkeling de afgelopen twintig jaar van het gemak van ouders om formele opvoedondersteuning te benaderen. Haar onderzoeksvraag richt zich op de ontwikkeling in het gemak van ouders om formele opvoedondersteuning te benaderen van de afgelopen 20 jaar. Zij zal binnen de discussiegroepen vooral vragen stellen over de redenen van keuzes van ouders om bepaalde bronnen van advies te raadplegen.

De jaren 90 is als beginpunt genomen voor beide onderzoeken, omdat dit de tijd is geweest dat opvoedondersteuning op de agenda kwam te staan bij de Nederlandse overheid. In deze periode begon de aandacht voor opvoedondersteuning op te komen. Er was daarnaast ook sprake van groei van opvoedondersteuning in de vorm van boeken, tijdschriften en internet. In de jaren 00 was de opvoedondersteuning goed op gang, de taken van jeugdzorginstellingen werden meer uitgebreid en het internet werd steeds belangrijker. De huidige generatie nemen wij als laatste meetpunt omdat opvoedondersteuning sinds Rouvoet helemaal prominent is geworden.

Via xxx kunnen wij ouders die in de jaren 90 en 00 ouder zijn geworden uitnodigen voor deelname aan ons onderzoek. Mijn vraag aan jullie is de mogelijkheid om via het consultatiebureau ouders van vandaag de dag te benaderen. Het streven is om twee bijeenkomsten te plannen met ieder tussen de 6 en 12 mensen. Omdat ik rekening moet houden met ouders die niet willen meedoen wil ik ongeveer 80 mensen benaderen met een uitnodigingsbrief.

Tijdens de discussiebijeenkomst worden opvoedvragen van ouders besproken en daarbij de achterliggende gedachte en motivatie voor het gebruik van eventuele opvoedondersteuning. Er wordt dus geen oordeel gegeven aan de manier van opvoeden of gebruik van ondersteuning maar er wordt onderzocht hoe ouders met vragen omgaan. Onze interesse ligt puur bij de ervaring en gedachtes van ouders.

Eventueel kan ik u de onderzoeksopzetten van Merel en mij toesturen. Deze kunnen u meer inzicht bieden in de inhoud en methoden van de twee onderzoeken. Als u hier interesse in heeft stuur ik deze graag naar u toe. Mocht u hier belangstelling voor hebben, of na het lezen van deze brief vragen hebben, dan kunt u mij natuurlijk altijd bereiken voor vragen op opmerkingen op het emailadres F.J.Keuskamp@students.uu.nl of telefoonnummer 06-26648224.

In de bijlage stuur ik u de brief die wij naar ouders willen sturen. Graag horen wij terug op welk termijn het mogelijk is dat brieven verstuurd worden naar de ouders.

Wij willen u nogmaals danken voor de medewerking.

Met vriendelijke groet,
Mede namens Merel van Grimbergen

Floor Keuskamp, ook namens Merel van Grimbergen

8.4 Reminder for the focus group invitation

Beste ouders,

Enige tijd geleden heeft u van ons, Floor Keuskamp en Merel van Grimbergen, een mail ontvangen met daarin een uitnodiging voor een bijeenkomst over opvoeden en opvoedvragen.

Wij hebben hier een aantal enthousiaste aanmeldingen voor binnen gekregen waar wij heel erg blij mee zijn. Helaas zijn dit nog niet voldoende reacties voor een bijeenkomst waar we tot een leuke discussie kunnen komen. Graag willen wij u via deze brief graag nogmaals uitnodigen voor een bijeenkomst.

Juist uw kennis en ervaringen als ouder kunnen ons veel informatie verschaffen over opvoeden en opvoedingsvragen. Wij zijn voornamelijk benieuwd naar uw beleving van opvoeden en opvoedvragen van toen uw kind 0 tot 4 jaar oud was. Door deze onderwerpen in een groep te bespreken trachten wij te achterhalen hoe de samenleving, uit die tijd, over opvoeden en opvoedvragen dacht. Nadat we alle informatie binnen hebben gaan we dit vergelijken met ouders van "nu". Op die manier kunnen wij een eventuele verschuiving van beleving waarnemen.

Wij zijn ons ervan bewust dat het al een tijdje geleden is dat uw kind zo jong was en willen u daarom vragen, als u deze nog heeft, groeiboekjes of eventuele dagboeken voorafgaand aan de discussiegroep door te nemen. Dit helpt u misschien om wat meer herinneringen naar boven te halen uit die tijd.

Waar?

City B

Hoe kunt u zich aanmelden?

U kunt zich aanmelden via het e-mailadres F.J.Keuskamp@students.uu.nl. Moeders en vaders zijn beide van harte welkom. **Wij zouden uw aanmelding graag ontvangen vóór zaterdag 13 april.** Als u geïnteresseerd bent, zou u in de mail de volgende drie aspecten willen vermelden in de mail:

1. Naam
2. Leeftijd kind(eren)
3. Schikkende data, opties:
 - Vrijdag 19 april (15:00)
 - Woensdag 24 april (15:00)

*** Zou u het aan willen geven wanneer u op beide data beschikbaar bent?**

Schikt het u niet op de aangegeven data, maar wilt u wel meewerken aan ons onderzoek? U kunt dan alsnog contact met ons opnemen. Wellicht kunnen we een extra datum prikken voor een bijeenkomst of een persoonlijk gesprek met u hebben over dit onderwerp.

Natuurlijk kunt u ons altijd mailen voor vragen op het genoemde e-mailadres.

F.J.Keuskamp@students.uu.nl

We willen u alvast heel vriendelijk bedanken voor uw eventuele medewerking. Uw deelname wordt zeer gewaardeerd!

Floor Keuskamp en Merel van Grimbergen
Master studenten Sociaal Beleid en Interventies

8.5 Recruitment form to gather respondents face to face

Beste ouder,

Wij zijn Floor Keuskamp en Merel van Grimbergen en wij zijn momenteel bezig met ons masteronderzoek voor de studie Algemene Sociale Wetenschappen aan de Universiteit Utrecht. Het onderwerp van ons onderzoek gaat over opvoeden en vragen die ouders hebben bij de opvoeding en is onderdeel van een internationaal onderzoek.

Via deze brief willen wij u graag uitnodigen voor een bijeenkomst over opvoeden en de vragen die ouders over opvoeding hebben. Het doel van ons onderzoek is niet alleen om inzicht te krijgen in de vragen over opvoeden, maar ook of ouders hier anders mee omgaan dan 20 jaar geleden. Om duidelijk te krijgen of er een verschuiving heeft plaatsgevonden hebben wij uw hulp nodig. U bent als ouder een expert op het gebied van ons onderwerp en kunt ons dus een handje helpen met uw kennis.

Wat willen we van u weten?

Wij zijn benieuwd naar de opvoedvragen die u had toen uw kind 0 tot 4 jaar oud was. Wat voor soort vragen had u in deze periode vooral en hoe ging u hiermee om? Waar ging u met uw vragen naar toe, en waarom koos u hiervoor?

Wij zijn ons ervan bewust dat het al een tijdje geleden is dat uw kind zo jong was en willen u daarom vragen, als u deze nog heeft, groeiboekjes of eventuele dagboeken voorafgaand aan de discussiegroep door te nemen. Dit helpt u misschien om wat meer herinneringen naar boven te halen uit die tijd.

Tijdens de discussiebijeenkomsten zijn geen goede of foute antwoorden mogelijk. Juist de diversiteit van uw ervaringen, meningen en keuzes is waar wij geïnteresseerd in zijn. Wij zullen onderwerpen zoals de voldoening van het opvoeden, opvoedvragen en opvoedondersteuning ter sprake brengen.

Waar en wanneer?

City C

Hoe?

De discussiebijeenkomst zal ongeveer 1,5 uur duren. Wij willen er graag een gezellige informatieve bijeenkomst van maken. Er zal dan ook voor een hapje en een drankje worden gezorgd. Om uw privacy te waarborgen, zal er zorgvuldig en vertrouwelijk worden omgegaan met alles wat er wordt besproken tijdens de bijeenkomst. Zo worden er in ons onderzoek geen namen genoemd.

U kunt zich aanmelden via het e-mailadres merelvg.uu@gmail.com. Moeders en vaders zijn beide van harte welkom. Als u geïnteresseerd bent, zou u dan contact op willen nemen via het genoemde e-mailadres? Natuurlijk kunt u ons hier ook altijd op benaderen voor vragen.

Alvast vriendelijk bedankt en hopelijk tot ziens.

Uw deelname wordt zeer gewaardeerd!

Floor Keuskamp en Merel van Grimbergen
Master studenten Algemene Sociale Wetenschappen:
Beleid en Interventie; Arbeid Zorg en Welzijn

8.6 Invitation letter for the online survey

Geachte heer/mevrouw,

Naar wie gaat u toe als u een vraag heeft over de opvoeding van uw kind? Bent u bekend met het Centrum voor Jeugd en Gezin (CJG) van C? De gemeente City C laat een onderzoek uitvoeren naar deze onderwerpen. Ik nodig u van harte uit mee te doen aan dit onderzoek.

Doel van het onderzoek

Sinds april 2011 is het CJG open. De gemeente City C wil graag weten wat u vindt van de dienstverlening van het CJG. Met de resultaten willen we de dienstverlening verder verbeteren. Uw ervaringen voor ons belangrijk. Daar kunnen wij veel van leren. Ook als u als u nog niet bekend bent met het CJG, willen wij dat graag weten.

Online vragenlijst

U kunt meedoen door een online vragenlijst in te vullen. Deze vragenlijst vindt u op:

<https://nl.surveymonkey.com/s/xxx>

Het invullen van de vragenlijst duurt ongeveer 10 tot 15 minuten. Wilt u de vragenlijst vóór 6 mei 2013 invullen? Onder de ouders/verzorgers die de vragenlijst hebben ingevuld en hun e-mail adres hebben achtergelaten, verloten wij 10 VVV-bonnen van €10,-.

Vertrouwelijk

Uit de Gemeentelijk Basis Administratie hebben we adressen gehaald waar kinderen wonen. De helft van deze adressen ontvangt van ons een brief. Uw antwoorden worden volledig anoniem behandeld.

Vragen?

Merel van Grimbergen, masterstudente aan de Universiteit van Utrecht voert het onderzoek in opdracht van de gemeente uit. Als u vragen heeft over het onderzoek kunt u met haar contact opnemen (merelvg.uu@gmail.com).

Bij voorbaat vriendelijk bedankt voor uw medewerking.

Met vriendelijke groet,

xxx

Wethouder

8.7 Question list of the online survey for parents in City C

Deze vragenlijst gaat over hoe u binnen uw gezin omgaat met vragen rondom opvoeding. U kunt als ouder verschillende personen of instanties raadplegen om advies of hulp te krijgen bij uw opvoedvragen. Het ontvangen van hulp of advies op het gebied van opvoeden noemen wij opvoedondersteuning. Opvoedondersteuning kan variëren van eenvoudige vragen over bijvoorbeeld:

De aanpak van de opvoeding Uw houding ten opzichte van uw kind
Grenzen stellen en consequent zijn Het ouderschap in het algemeen

Opvoedondersteuning kan echter ook meer serieuze vragen betreffen, zoals vragen over:

Groei-, eet-, slaap-, leer-, taal/spraak- of gedragsstoornissen.

We willen graag uw mening horen over wie u raadpleegt voor deze verschillende vragen op het gebied van opvoeding. Daarbij zijn wij benieuwd naar uw contact met het Centrum voor Jeugd en Gezin (CJG) op dit gebied, de kwaliteit van het advies wat u hebt gekregen en uw algemene tevredenheid met het CJG City C.

Als u **geen opvoedondersteuning** van het CJG City C hebt ontvangen, **zou u dan toch deze vragenlijst in willen vullen?**

We stellen uw medewerking zeer op prijs!

De vragenlijst bestaat uit 30 vragen. Dit zijn zowel meerkeuze vragen als open vragen. Het is de bedoeling dat u de vragenlijst zo volledig mogelijk invult. Kies het antwoord dat het beste bij u past. Het zal ongeveer 10 tot 15 minuten duren om de vragenlijst volledig af te ronden.

De vragenlijst is als volgt opgebouwd:

Eerst zullen er een aantal **algemene vragen** gesteld worden over opvoedvragen en uw mogelijke bezoek aan het CJG CITY C. Vervolgens zal er gevraagd worden naar uw **ervaring met het CJG City C** en de tevredenheid over het advies of hulp van het CJG City C.

Omdat het voor het CJG CITY C belangrijk is om weten of er misschien specifieke vragen leven onder ouders in City C. Daarom willen we u als laatst vragen om als laatst een aantal **algemene vragen over uzelf** in te vullen. Uw naam of adres zal nergens gevraagd worden; uw antwoorden worden volledig anoniem gebruikt.

Om de hulp van het CJG CITY C zo goed mogelijk te laten aansluiten aan uw behoefte, is het belangrijk dat u zo eerlijk mogelijk antwoord geeft op deze vragenlijst.

Algemene vragen over opvoedvragen

Wie raadpleegt u als u **een eenvoudige vraag** heeft over opvoeden?

Eenvoudige vragen gaan bijvoorbeeld over de onderstaande onderwerpen:

De voeding van uw kind	Ruzies
Slaapproblemen	Concentratieproblemen;
Angst voor vreemden, donker of geluiden	Twijfels over identiteit en/of toekomst
Probleemgedrag	Incidenteel stelen of vandalisme
Koppigheid	Gebruik alcohol of drugs

Driftbuien	Laag prestatieniveau
Agressie	Incidenteel spijbelen
Ongehoorzaamheid	Zorgen over uiterlijk
Zindelijkheid	Problemen met autoriteiten

Voor eenvoudige opvoedvragen raadpleeg ik het liefst...

** meerdere antwoorden mogelijk*

- Een vriend of vriendin
- Een familielid
- Een vriend(in) of familielid die geschoold is op het gebied van opvoeding
- Een professional ((huis)arts, medewerk(st)er van het CJG CITY C, medewerk(st)er van het kinderdagverblijf of school van kind etc.) → voor deze optie: doorverwijzing naar 1a
- Anders, namelijk
- ...

1a. De professional die voor mij het meest vertrouwd voelt om te benaderen voor een eenvoudige vraag over opvoeden is:

- Mijn huisarts
- Een medewerk(st)er van het CJG CITY C
- Een medewerk(st)er van het kinderdagverblijf
- Een medewerk(st)er van de school van mijn kind
- De schoolarts

2. Waarom kiest u voor deze persoon?

** meerdere antwoorden mogelijk*

Deze persoon...

- Is een bekende van mij
- Kent mij en mijn kind
- Vertrouw ik
- Is vaker dit soort vragen gesteld
- Heeft verstand van dit soort vragen
- Ik weet niet wie ik anders zou moeten benaderen
- Anders, namelijk:
- ...

3. Wie raadpleegt u als u **een meer serieuze vraag** heeft over opvoeden?

Meer serieuze vragen gaan bijvoorbeeld over de onderstaande onderwerpen:

<i>Eet/slaapstoornis</i>	<i>Bedplassen</i>
<i>Schoolweigering</i>	<i>Leerstoornissen</i>
<i>Huilbaby</i>	<i>Sociale terugtrekking</i>
<i>Eet/slaapstoornis</i>	<i>Anorexia / boulimia</i>
<i>Scheidingsangst</i>	<i>(Geslachts)identiteitsstoornis</i>

<i>Fobische/sociale angst</i>	<i>Seksuele oriëntatie stoornis</i>
<i>Taal-, spraak-, of motoriekstoornis</i>	<i>Neurose en somatoforme stoornis</i>
<i>Onzindelijkheid</i>	<i>Reactieve hechtingsstoornis</i>
<i>ADHD Gedragsstoornis</i>	<i>(Vroege) Delinquentie Schooluitval</i>
<i>Suicide</i>	

Voor **meer serieuze** opvoedvragen raadpleeg ik het liefst...

** meerdere antwoorden mogelijk*

- Een vriend of vriendin
- Een familielid
- Een vriend(in) of familielid die geschoold is op het gebied van opvoeding
- Een professional ((huis)arts, medewerk(st)er van het CJG CITY C, medewerk(st)er van het kinderdagverblijf of school van kind etc.) → voor deze optie: doorverwijzing naar 3a
- Anders, namelijk
- ...

3a. De professional die voor mij het meest vertrouwd voelt om te benaderen voor een serieuze vraag over opvoeden is:

- *Mijn huisarts*
- *Een medewerk(st)er van het CJG CITY C*
- *Een medewerk(st)er van het kinderdagverblijf*
- *Een medewerk(st)er van de school van mijn kind*
- *De schoolarts*

2. Waarom kiest u voor deze persoon?

** meerdere antwoorden mogelijk*

Deze persoon...

- Is een bekende van mij
- Kent mij en mijn kind
- Vertrouw ik
- Is vaker dit soort vragen gesteld
- Heeft verstand van dit soort vragen
- Ik weet niet wie ik anders zou moeten benaderen
- Anders, namelijk:
- ...

Algemene vragen over het CJG CITY C

5. Bent u bekend met het CJG City C?

- Ja
- Nee

6. Hoe bent u bekend geraakt met het CJG City C?

- Via het consultatiebureau
- Via de kinderopvang
- Via de huisarts
- Via de school van mijn kind
- Via vrienden of familie
- Via internet
- Ik ben niet bekend met het CJG City C
- Anders, namelijk:
- ...

7. Het CJG CITY C staat voor mij voor:

- ...

8. Ik verwacht het volgende van het CJG CITY C:

- ...

9. Waarvoor raadpleegt u het CJG CITY C?

** meerdere antwoorden mogelijk*

- Voor vragen over de lichamelijke ontwikkeling van mijn kind
- Vragen over de psychische ontwikkeling van mijn kind
- Voor de aanbevolen contactmomenten
- Voor vragen over opvoeden
- Ik heb het CJG nog nooit geraadpleegd → *bij deze optie, door naar vraag 11*
- Anders, namelijk:
- ...

10. Ik benader het CJG CITY C ...

** meerdere antwoorden mogelijk*

- Door langs te gaan
- Telefonisch
- Per email
- Via de site van het CJG CITY C
- Het liefst niet

De volgende vraag betreft stellingen over het CJG CITY C. U kunt hierbij aangeven in welke mate de stelling voor u van toepassing is. Hierbij zijn de nummer 4, 5 en 6 voldoende, waarbij 6 het meest positief is. De cijfers 1, 2 en 3 betreffen onvoldoendes, hierbij is de 1 het meest negatief.

11. Het CJG CITY C...

		Onv.			Vold.		
		1	2	3	4	5	6
a.	... is voor mij bereikbaar (denk aan: openingstijden, telefonisch etc.) voor vragen met betrekking tot opvoeden.						
b.	... voelt voor mij vertrouwd.						
c.	... benader ik met gemak voor vragen over opvoeding.						
d.	...geeft mij een welkom gevoel als ik vragen heb met betrekking tot						

opvoeden.							
-----------	--	--	--	--	--	--	--

12. Bent u ooit in aanraking geweest met een andere instelling dan het CJG City C in verband met de opvoeding of ontwikkeling van uw kind?

- Nee
- Ja, namelijk met:
- ...

Vragen met betrekking tot de door u ontvangen opvoedondersteuning van het CJG CITY C

*Hieronder volgen tien vragen met betrekking tot de opvoedondersteuning die u ontvangen heeft van het CJG CITY C. Wanneer u meerdere keren opvoedondersteuning ontvangen hebt, zou u de onderstaande vragen in willen vullen over de hulp of advies wat u **als laatst** heeft ontvangen van het CJG CITY C?*

13. Van welke afdeling van het CJG CITY C heeft u opvoedondersteuning ontvangen?

- Consultatiebureau (JGZ 0- 4)
- JGZ 4-19
- Opvoedadviespunt
- Algemeen maatschappelijk werk
- Jeugd maatschappelijk werk
- Anders, namelijk:
- ...

14. Hoe hebt u opvoedondersteuning ontvangen?

- Face to face
- Telefonisch
- Per email
- Anders, namelijk:
- ...

15. Betrof uw opvoedondersteuning een eenvoudig of een meer serieuze opvoedkwestie?

- Eenvoudig
- Meer serieus
- Wil/kan ik niet zeggen

De volgende vragen gaan over het opvoedadvies wat u het meest recentelijk heeft ontvangen van de door u hierboven aangegeven CJG CITY C afdeling. Hier volgen een aantal korte stellingen over het karakter en de kwaliteit van de opvoedondersteuning die u ontvangen heeft. U kunt hierbij aangeven in welke mate de stelling geldt voor de hulp die u ontvangen heeft. Hierbij zijn de nummer 4, 5 en 6 voldoende, waarbij 6 de hoogste tevredenheid aangeeft. De cijfers 1, 2 en 3 betreffen onvoldoendes, waarbij 1 de sterkste ontevredenheid aangeeft.

16. De betreffende CJG CITY C medewerk(st)er...

		Onvoldoende			Voldoende		
A	... geeft mij goede en duidelijke informatie.	1	2	3	4	5	6
B	... laat merken dat hij/zij interesse heeft in mij.	1	2	3	4	5	6
C	... is eerlijk.	1	2	3	4	5	6
D	... heeft voldoende kennis om mij te kunnen helpen.	1	2	3	4	5	6
E	... gebruikt taal die ik begrijp.	1	2	3	4	5	6
F	... doet zijn/haar best voor mij.	1	2	3	4	5	6
G	... heeft voldoende tijd voor mij.	1	2	3	4	5	6
H	... is goed bereikbaar als ik hem/haar opbel of wil spreken.	1	2	3	4	5	6
I	... laat ook zijn/haar menselijke kant zien.	1	2	3	4	5	6
J	... en ik zijn gelijkwaardig, hij/zij geeft me niet het gevoel dat ik minder waard ben.	1	2	3	4	5	6
K	... laat mij uiteindelijk bepalen wat er gebeurt.	1	2	3	4	5	6
L	... en ik werken samen.	1	2	3	4	5	6
M	... zorgt ervoor dat ik zelf met oplossingen voor mijn problemen kom.	1	2	3	4	5	6
N	... gaat uit van de vragen die ik heb en werkt aan de doelen die ik belangrijk vind.	1	2	3	4	5	6
O	... komt zijn/haar afspraken na.	1	2	3	4	5	6
P	... gaat na of we elkaar begrijpen.	1	2	3	4	5	6
Q	... houdt de dingen die ik vertel tussen ons.	1	2	3	4	5	6
R	... zorgt voor een sfeer van vertrouwen waarin ik me op mijn gemak voel.	1	2	3	4	5	6
S	... accepteert mij zoals ik ben, hij/zij heeft respect voor mijn achtergrond en mijn normen en waarden.	1	2	3	4	5	6
T	... neemt mij serieus.	1	2	3	4	5	6
U	... gaat uit van de dingen die ik goed kan en van de dingen die al goed gaan.	1	2	3	4	5	6
V	... geeft mij complimenten.	1	2	3	4	5	6
W	... geeft mij op een positieve manier aanwijzingen.	1	2	3	4	5	6
X	... bekijkt regelmatig samen met mij of de hulp werkt, wat al goed gaat en wat nog beter kan.	1	2	3	4	5	6
Y	... biedt mij voldoende handvatten om zelfstandig verder te gaan met de opvoeding.	1	2	3	4	5	6
Z	... geeft mij vertrouwen in de toekomst.	1	2	3	4	5	6
A	... vindt het belangrijk dat ik ook steun en advies zoek in mijn eigen sociale netwerk.	1	2	3	4	5	6
B	... wilt mijn sociale netwerk betrekken bij het zoeken van een oplossing op mijn opvoedvragen.	1	2	3	4	5	6
C	... geeft mij bevredigende antwoorden op de vragen die ik heb.	1	2	3	4	5	6
D	...geeft mij <i>snel</i> het opvoedadvies waar ik naar zoek.	1	2	3	4	5	6

17. Hebt u na een contactmoment wel eens een doorverwijzing gekregen naar een andere afdeling van het CJG CITY C?

- Ja → voor deze optie, doorverwezen naar vraag 17a.
- Nee → door naar vraag 18

17.a Hoe heeft u deze doorverwijzing ervaren?

- Schaal: heel prettig 1 – 2 – 3 – 4 – 5 – 6 heel onprettig

17.b Kunt u uitleggen wat u hier zo (on)prettig aan vond?

...

Na antwoord 17a. en 17b. te hebben ingevuld komen ouders terug bij vraag 13

18. Hebt u een andere keer opvoedondersteuning ontvangen van een CJG CITY C afdeling waarover u een andere mening heeft dan wat u hierboven heeft ingevuld over uw laatst ontvangen opvoedondersteuning?

- Ja → bij deze optie komen ouders terug bij vraag 13
- Nee → door naar vraag 19

19. Hoe lastig (als in: moeilijk/vervelend om de stap te zetten) vond u het om het CJG CITY C te raadplegen voor vragen met betrekking tot opvoeden?

- Schaal: heel lastig 1 – 2 – 3 – 4 – 5 – 6 helemaal niet lastig

20. Hoe vaak hebt u een vraag met betrekking tot opvoeden waarvoor u het CJG CITY C zou benaderen?

- Meer dan 1x per week
- 1x per week
- 1x per week tot 1x per maand
- 1 of 2 keer per half jaar
- 1 of 2 keer per jaar
- Bijna nooit

21. Hoe vaak benadert u het CJG CITY C met een vraag met betrekking tot opvoeden?

- Meer dan 1x per week
- 1x per week
- 1x per week tot 1x per maand
- 1 of 2 keer per half jaar
- 1 of 2 keer per jaar
- Bijna nooit

Afsluitend nog 3 optionele open vragen

22. Dit vind ik goed aan het CJG CITY C:

...

23. Dit vind ik minder goed aan het CJG CITY C:

...

24. Ruimte voor opmerkingen en tips

...

Wilt u tot slot de onderstaande gegevens nog even invullen?

25. Vragenlijst ingevuld door:

- Moeder
- Vader
- Beiden
- Anders, namelijk:

...

26. Aantal kinderen

- 1
- 2
- 3
- 4
- Meer, namelijk:

...

27. Leeftijd(en) kind(eren):

*Er kunnen meerdere vakjes aangevinkt worden

- 0-4 jaar
- 5-9 jaar
- 10-14 jaar
- 15-18 jaar

28. Hoe lang woont u al in City C?

- ...

29. Hoe lang woont u al in Nederland?

- ...

30. Hoe bent u in aanraking gekomen met deze vragenlijst?

- Brief via post
- Meegekregen van een medewerk(st)er van het CJG CITY C
- Via via
- Anders, namelijk:

...

8.8 Question list for the focus groups

1. Introductie

Welkom!

We zullen ons eerst even voorstellen. Wij zijn Floortje en Merel en wij volgen de master Arbeid, Zorg en Welzijn aan de Universiteit van Utrecht. Deze opleiding richt zich op het beleid van de overheid en de dingen die zij doet om haar burgers het zo aangenaam mogelijk te maken. Onze afstudeerrichting is jeugdzorg, waarbij wij ons in het bijzonder focussen op zaken rondom opvoedondersteuning vanuit de overheid. Wij hebben beide een afzonderlijk onderzoek maar onze onderwerpen sluiten zo goed op elkaar aan dat wij samen discussiebijeenkomsten kunnen houden.

Floortje richt zich heel erg op de beleving van ouders wanneer zij opvoedvragen hebben over de mogelijk lastige opvoedmomenten. Merel richt zich op naar wie ouders het liefst heen gaan tijdens deze momenten.

Wij zijn allebei op zoek naar een verandering in deze dingen over de afgelopen 20 jaar. Daarom houden we deze focusgroep met jullie. Juist door het houden van deze bijeenkomsten in groepsvorm hopen wij jullie beleving, ervaring en keuzes als groep te kunnen onderzoeken. Het gaat dus tijdens deze bijeenkomst over uw ervaring 10 jaar geleden, toen uw kind 0/4 jaar was.

Tijdens deze bijeenkomst zullen we het hebben over de alledaagse momenten en gebeurtenissen van het opvoeden en waar je als ouders vragen over kunt hebben. Wij zijn als studenten ook absoluut geen experts wat betreft opvoeden en hebben ook niet het streven om erover te oordelen. Wel heb ik (Floortje) ervaring als verpleegkundige op het consultatiebureau.

2. Hoe definiëren jullie opvoeden?
3. Wat vinden jullie leuk aan het ouderschap en het opvoeden?
4. Iedere ouder kent de lastige momenten van het opvoeden bij kleine kinderen. Je kunt dan denken aan niet willen eten, slapen en of het niet willen luisteren. Over deze problemen wil ik jullie nu een aantal casussen voorleggen, waarna we over dergelijke situaties wat vragen voor jullie hebben. Het is hierbij niet ons streven om er achter te komen of jullie precies dit soort situaties ook hebben gehad dan wel hoe jullie hier naar kijken als ouder zijnde. Wij zijn voornamelijk benieuwd hoe jullie dit soort problemen zien. Na het voorleggen van deze casussen worden hier vragen over gesteld.
 - Eten: Totdat Bas 1 jaar is eet en drinkt hij goed. Vanaf dat moment ging het niet meer zo makkelijk. Hij wilde geen groenten meer eten. Alleen vlees en een toetje. De ouders van Bas proberen op alle mogelijke manieren het eten voor Bas zo aantrekkelijk mogelijk te maken maar helaas zonder resultaat.
 - Slapen: Froukje is drie jaar. Ze heeft net een zusje gekregen en in deze tijd begonnen ook de slaapproblemen bij Froukje. Het begon met huilen tijdens het middagslaapje. Omdat moeder zelf ook behoefte had aan slapen werd Froukje mee in bed genomen. Het huilen breidde zich uit naar de avond en nacht. Was het eerst een enkele avond werd het daarna steeds vaker. Wat de ouders ook probeerden, froukje schreeuwde en brulde alles bij elkaar zodra ze naar bed ging en de ouders de kamer verlieten. Het enige wat leek te helpen was door Froukje mee in bed te nemen.
 - Niet luisteren: Tim en Melissa zijn 2 en bijna 4 jaar oud. Als door de moeder aan Tim en Melissa wordt gevraagd hun speelgoed op te ruimen

wordt er in eerste instantie hier door hen op gereageerd. Nogmaals vragen en Melissa zegt heel duidelijk "nee". Ze wil door blijven spelen. Moeder vindt dit vervelend want ze krijgen zo bezoek en er moet ook nog gegeten worden. Er ontstaat een ja-nee situatie die uitloopt in huilen bij Melissa en daardoor ook bij Tim. Moeder merkt dat Melissa vaak niet luistert.

5. Herkennen jullie deze momenten in de opvoeding?
 - a. Hoe ervaren jullie als ouders deze vragen/situaties?
 - b. Welke gevoelens roept het bij jullie op?
 - c. Hoe komt het wanneer jullie iets lastig vinden in de opvoeding?
 - d. Hoe wordt door jullie opvoedonzekerheid gezien/ervaren? Is het erg of hoort het erbij?
 - e. Hoe uit zich dit?
6. Hoe hebben jullie deze opvoedvragen (of eventuele opvoedonzekerheden) opgelost?
 - a. Welke bronnen voor ondersteuning hebben jullie gebruikt?
 - Sociaal netwerk/media/formele instanties/boeken
 - b. Welke bronnen waren er voor jullie beschikbaar? (Kennis van bronnen)
7. Welke bronnen raadpleegt u het liefst? (Algemene voorkeur formeel vs informeel)
 - a. Zoals een bekende: andere ouders, familie, vriend/vriendin. Of een leerkracht, huisarts, professional.
 - b. Waarom vind je dit het prettigst?
8. In wat voor gevallen zou u een professional raadplegen? (Wanneer formele instanties?)
 - a. Welke verwachtingen hebben jullie van formele instanties in relatie tot opvoedingsvragen?
 - b. Wat zijn de voordelen van het raadplegen van een professional?
 - c. Wat zijn de nadelen van het raadplegen van een professional?
9. In wat voor gevallen zou u een vriend of vriendin raadplegen/sociale netwerk? (Wanneer informele instanties?)
 - a. Welke verwachtingen hebben jullie van jullie sociale netwerk in relatie tot opvoedingsvragen?
 - b. Wat zijn de voordelen van het raadplegen van uw sociale netwerk?
 - c. Wat zijn de nadelen van het raadplegen van uw sociale netwerk?
10. Wat is het verschil in moeite/lastigheid bij het raadplegen van de verschillende bronnen? (Drempel formele instanties)
 - a. Waar ligt dit aan?
11. Denken jullie dat opvoeden vandaag de dag moeilijker is dan dat het tien jaar geleden was? (Schatting ouders ontwikkeling onzekerheid)
 - a. Waarom?
12. Denken jullie dat het vandaag de dag makkelijker is om een professional te benaderen met betrekking tot opvoeden? (Schatting ouders ontwikkeling drempel)
 - a. Waarom?

8.9 Question list for the interviews

Introductie

Welkom!

We zullen ons eerst even voorstellen. Wij zijn Floortje en Merel en wij volgen de master Arbeid, Zorg en Welzijn aan de Universiteit van Utrecht. Deze opleiding richt zich op het beleid van de overheid en de dingen die zij doet om haar burgers het zo aangenaam mogelijk te maken. Onze afstudeerrichting is jeugdzorg, waarbij wij ons in het bijzonder focussen op zaken rondom opvoedondersteuning vanuit de overheid. Wij hebben beide een afzonderlijk onderzoek maar onze onderwerpen sluiten zo goed op elkaar aan dat wij samen discussiebijeenkomsten kunnen houden.

Floortje onderzoekt wat ouders leuk en moeilijk vinden in de opvoeding en hoe ouders deze momenten ervaren en beleven. Merel onderzoekt naar wie ouders het liefst heen gaan met opvoedproblemen of lastige momenten in de opvoeding.

Wij willen allebei weten of er op dit gebied verandering heeft plaatsgevonden in de afgelopen 20 jaar. Daarom houden we dit interview met u en ook met ouders van andere generaties. Het gaat dus tijdens dit interview over uw ervaring toen uw kind 0/4 jaar was.

Tijdens dit interview zullen we het hebben over de alledaagse momenten en gebeurtenissen van het opvoeden en waar je als ouders vragen over kunt hebben. Wij willen benadrukken dat het niet gaat om dingen als goed of fout gezien kunnen worden, maar dat het juist gaat om uw eigen beleving: wat was leuk, wat was moeilijk, waarom en waardoor maar ook bij wie zocht u hulp. Wij willen daarbij graag een leuk gesprek nastreven waar wij zelf thema's opperen maar u mag ook zeker nieuwe thema's inbrengen.

1. Zoals u denk ik al begrepen heeft gaat ons onderzoek over opvoeden en onze eerste vraag is dan ook hoe omschrijft u opvoeding?

2. Wat vindt u leuk aan het ouderschap en het opvoeden?

3. Naast de vooral de leuke momenten van ouderschap kent ook iedere ouder de lastige momenten van het opvoeden bij kleine kinderen. Je kan dan denken aan niet willen eten, slapen en of het niet willen luisteren.

Over deze problemen wil ik jullie nu een aantal casussen voorleggen, waarna we over dergelijke situaties wat vragen voor jullie hebben. Het is hierbij niet ons streven om er achter te komen of u precies dit soort situaties ook heeft gehad dan wel hoe u hier naar kijkt als ouder zijnde. Wij zijn voornamelijk benieuwd hoe u dit soort problemen ziet. Na het voorleggen van deze **casussen** worden hier vragen over gesteld.

- Eten: Totdat Bas 1 jaar is eet en drinkt hij goed. Vanaf dat moment gaat het niet meer zo makkelijk. Hij wil geen groenten meer eten. Alleen vlees en een toetje. De ouders van Bas proberen op alle mogelijke manieren het eten voor Bas zo aantrekkelijk mogelijk te maken maar helaas zonder resultaat.
- Slapen: Froukje is drie jaar. Ze heeft net een zusje gekregen en in deze tijd beginnen ook de slaapproblemen bij Froukje. Het begint met huilen tijdens het middagslaapje. Omdat moeder zelf ook behoefte heeft aan slapen wordt Froukje mee in bed genomen. Het huilen breidt zich uit naar de avond en nacht. Eerst een enkele avond maar daarna steeds vaker. Wat de ouders ook proberen, froukje schreeuwt en brult alles bij elkaar zodra ze naar bed gaat en de ouders de kamer verlaten. Het enige wat lijkt te helpen is door Froukje mee in bed te nemen.

- Niet luisteren: Tim is 2 jaar oud en zijn grote zus bijna 4. Als moeder vraagt hun speelgoed op te ruimen wordt er in eerste instantie hier door de kinderen niet op gereageerd. Ze doen net alsof ze hun moeder niet horen en spelen verder. Moeder vraagt het nogmaals en Melissa zegt heel duidelijk "nee". Ze wil door blijven spelen. Moeder vindt dit vervelend want ze krijgen zo bezoek en er moet ook nog gegeten worden. Er ontstaat een ja-nee situatie die uitloopt in huilen bij Melissa en daardoor ook bij Tim. Moeder merkt dat Melissa vaak niet luistert.

4. Hoe herkent u deze momenten in de opvoeding?

- a. Hoe ervaart u als ouder deze vragen/situaties?
- b. Welke gevoelens roept het bij u op?
- c. Wat maakt dergelijke situaties precies lastig?
- d. Wat vinden jullie vooral moeilijk aan dit soort momenten en waarom?
- e. Welke dilemma's spelen hierbij een rol?

5. Hoe wordt door jullie opvoedonzekerheid gedefinieerd /ervaren?

- a. Is het erg of hoort het bij een normale opvoeding?
- b. Hoe uit opvoedonzekerheid zich?
 - Wat is kernmerkend aan opvoedonzekerheid?
- c. Hoe heeft u dit ervaren tijdens de opvoeding?
- d. Is het gevoel van onzekerheid veranderd bij het krijgen van meer kinderen? (optioneel bij ouders met meerdere kinderen)

6. Als u tijdens het opvoeden lastige situaties tegen kwam (of eventuele opvoedonzekerheden), hoe heeft u dit dan aangepakt/opgelost?

- a. Hebt u gebruik gemaakt van bronnen (sociaal netwerk/media/formele instanties/boeken)
 - Zo nee, waarom niet?
- **Casus:** moeder van Melissa gaat op zoek naar informatie over het aanpakken van het probleem niet luisteren. Ze leest het tijdschrift "mama", en ook "oei ik groei. Hierbij worden verschillende tips gegeven om het probleem aan te pakken. Ook haar zus heeft nog wat tips voor haar als ze het vanmiddag het er maar over heeft. Ook al heeft zij geen kinderen klinken haar adviezen logisch en uitvoerbaar. Moeder van Melissa merkt dat er verschillende adviezen gegeven worden.
- b. Hoe herkent u dit als moeder zijnde en hoe gaat u daarmee om?
- c. Hoe belangrijk is het eigen "instinctgevoel" als moeder zijnde bij het aanpakken van problemen of lastige momenten?

7. Kunt aangeven wat u onder formele bronnen en informele bronnen die u kunnen helpen bij de opvoeding verstaat?

- a. Kunt u voorbeelden noemen die bij u bekend zijn qua formele bronnen als het gaat om opvoedondersteuning?
- **Casus:** De moeder van Bas wil graag meer te weten komen over het eetgedrag van haar kind en hoe ze hier als moeder mee om kan gaan. Er zijn veel verschillende bronnen waar ze gebruik van kan maken. Zo zijn er vele boeken, het groeiboekje, tijdschriften, internetsites, fora maar ook familieleden, familie en vrienden. Naast deze bronnen zijn

er bronnen zoals het consultatiebureau en de huisarts. Moeder van Bas weet nog niet zo goed welke bronnen het beste aansluit bij haar behoeften en vragen.

- b. Herkent u dit bij uzelf?
- c. Hoe maakt u gebruik van internet/boeken/ tijdschriften/groeiboekje als het gaat om opvoedondersteuning?

8. In welke gevallen zou u formele bronnen raadplegen?/ In welke gevallen zouden jullie informele bronnen raadplegen?

a. Waarom?

suggesties:

- Het voelt vertrouwd/ onbekend in de zorgwereld
- De persoon kent mijn kind
- Zelfde ideeën als ik

b. Wat zou u het gebruik van deze bronnen kunnen weerhouden en waarom?

9. Welke verwachtingen heeft u van formele instanties/informeel netwerk in relatie tot opvoedingsvragen?

- a. Wat vindt u belangrijk of waar hecht u waarde aan bij deze bronnen als het gaat om opvoedondersteuning?
- b. Hoe belangrijk is het voor u dat u de mogelijkheid heeft om zich te keren tot het informele netwerk voor opvoedvragen?
- c. Hoe belangrijk zijn formele instanties/ informele netwerk bij opvoedvragen of onzekerheid bij de opvoeding?

10. Toegankelijkheid opvoedondersteuning

- a. Hoe denken jullie over de toegankelijkheid/toereikbaarheid van de verschillende bronnen?
- b. Hoe ervaart u het om informele netwerk/formele instanties te benaderen voor opvoedproblemen?
- c. Denkt u dat het aanbod aan formele opvoedondersteuning voldoende aansluit bij de huidige problemen/vragen die er leven onder ouders als het gaat om opvoeding?
 - Zo nee, wat mist u en waarom?
- d. Hoe belangrijk vindt u het dat een deskundige uw kind echt goed kent?

11. Is het benaderen van bronnen qua opvoedondersteuning vanzelfsprekend?

- a. Welke rol speelt taboe bij het vragen van ondersteuning denkt u bij ouders?
 - Hoe herkent u dit bij uzelf?

12. Hoe denkt u over enkele veranderingen wat betreft het opvoeden en opvoedonzekerheid in de afgelopen tien/twintig jaar?

- a. Waarom?
- b. Waar wordt de ontwikkeling van het aanbod aan opvoedondersteuning (of de inhoud door bepaald volgens u)?
 - Gaat het mee met de tijd?
 - Behoeft van ouders?
 - Of ten behoeven van andere belanghebbenden?

- c. Hoe denkt u dat de ontwikkeling van aanbod en kennis invloed heeft op de vanzelfsprekendheid van opvoeden?

13. Hoe denkt u dat de drempel voor het benaderen van professionals voor een vraag over opvoeden vandaag de dag is veranderd in vergelijking met 10/20 jaar geleden?

Waarom?